CAMPBELL UNIVERSITY

Undergraduate Studies Bulletin

2005-2007

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Campbell University Bulletin
Undergraduate Studies
2005-2007

Volume LXXVIII No. 1

Welcome to Campbell University

Introduction

The *Campbell University Bulletin of Undergraduate Studies 2005-2007* documents many aspects of the University, including its history and organization as well as its academic policies and procedures.

The **2005-2007 Campbell University Online Catalog** is the electronic implementation of the *Campbell University Bulletin of Undergraduate Studies 2005-2007*. The terms "Catalog" and "Bulletin" are used synonymously throughout this document.

The Online Catalog on CD ROM is the primary means of distributing the *Bulletin*. Printed copies are available for purchase from the Campbell University Bookstore at the Buies Creek campus.

Interested parties should always refer to the Campbell University web site for the most current version of the Campbell University Online Catalog (or *Bulletin*) at this address: http://www.campbell.edu/catalog/index.html.

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Welcome to Campbell!

This catalog (or *Bulletin*) has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose. As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States. ***Selecting a quality university should include certain criteria:***

A school where the individual counts: Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs: With a tradition of academic excellence, Campbell readily introduces new programs that reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment: Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard represented in the student body. Students from more than forty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity for outdoor sports throughout the year.

Statements of Compliance

Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to age, race, gender, religion, cultural and national origin, and handicap. Federal law expressly recognizes exemptions when claimed by religious institutions.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and will use "Directory Information" in the best interests of the student. "Directory Information" is defined as: name, dates of attendance, degree(s) received, academic majors and minors, student's local or grade address, telephone numbers, religious denomination, academic classification (freshman, sophomore, etc.), academic Dean's and President's Lists, membership in academic honor or service organizations, elected member of Student Government Association, last institution attended, and most recent institution attended.

Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Americans with Disabilities Act of 1990 and 1991

Campbell University complies with the provisions of this law. Inquiries may be directed to James O Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Title IX

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions nor in the administration of educational programs, policies, and activities except in those instances which are exempt under Section 86.12 of the guidelines based on conflict with the religious tenets of the Baptist State Convention of North Carolina. Inquiries may be directed to Dr. M. Dwaine Greene, Post Office Box 578, Buies Creek, North Carolina 27506.

Academic Facilities

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

The Application of This Bulletin To Campbell University Students:

All students on all campuses who matriculate after August 1, 2005 will be governed by the provisions of this *Bulletin* (or Catalog); normally, students will graduate under the provisions of the *Bulletin* in force at the time of their initial registration and advisement so long as the student is continuously enrolled in a Campbell program. (Usually, this document is revised and reprinted on a two-year or three-year cycle.)

Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the *Bulletin* in effect at the time of readmission. Any exception to this policy must be approved by the appropriate academic Dean in consultation with the University Registrar.

The University reserves the right to change any of its regulations, charges, rules, schedules, and courses without notice and to make such changes applicable thenceforth, not only to new students, but also to students already registered. The University reserves the right to correct errors in its printed and electronic materials. The University also reserves the right to interpret its own policies.

All undergraduate students at Campbell University are subject to the provisions of the student honor code. All students are responsible for being completely familiar with the provisions thereof; ignorance of those regulations does not constitute a defense against a charge of violation of the honor code.

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Academic Calendar and Schedule 2005 - 2007

Fall Semester 2005

Thursday, August 18-Friday, August 19	Faculty Orientation
Monday, August 22 -Tuesday, August 23	Registration
Wednesday, August 24	Classes Begin 8:00 a.m.
Friday, August 26	Drop/Add Day Begins 12:00 noon
Tuesday, August 30	Convocation
Friday, September 2	Last Day to Register
Friday, September 23	Last Day to Remove an "I"/Last Day To Drop without a Grade
Thursday, October 13	Mid-Term Recess Begins 8:00 a.m.
Monday, October 17	Classes Resume 8:00 a.m.
Friday, Oct 21-Saturday, October 22	Family Weekend
Monday, November 7	Advisement Begins
Tuesday, November 29	Advisement Ends
Wednesday, November 23	Thanksgiving Holiday Begins 8:00 a.m.
Monday, November 28	Classes Resume 8:00 a.m.
Saturday, December 3	Reading Day
Monday, December 5	Exams Begin
Friday, December 9	Exams End
Wednesday, December 14	Grades Due 12:00 noon
Saturday, December 17	Graduation

Spring Semester 2006

Monday, January 9 -Tuesday, January 10	Registration
Wednesday, January 11	Classes Begin 8:00 a.m.
Friday, January 13	Drop/Add Day Begins 12:00 noon
Tuesday, January 17	Founder's Day
Friday, January 20	Last Day to Register

Friday, February 3	Last Day to Remove an "I"/Last Day To Drop without a Grade
Monday, March 6	Mid-Term Recess Begins 8:00 a.m.
Monday, March 13	Classes Resume 8:00 a.m.
Monday, March 20	Advisement Begins
Friday, April 7	Advisement Ends
Friday, April 14	Easter Holiday
Monday, April 17	Classes Resume 8:00 a.m.
Friday, April 28	Reading Day
Monday, May 1	Examinations Begin
Friday, May 5	Examinations End
Monday, May 8	Grades due, 9:00 a.m.
Sunday, May 14	Baccalaureate Service
Monday, May 15	Graduation

Summer School I, 2006

Monday, May 22	Registration
Tuesday, May 23	Classes Begin 8:00 a.m.
Friday, May 26	Last Day to Drop-Add/Last Day to Register
Friday, June 23	Examinations
Tuesday, June 27	Grades Due 9:00 a.m.

Summer School II, 2006

Monday, June 26	Registration
Tuesday, June 27	Classes Begin 8:00 a.m.
Friday, June 30	Last Day to Drop-Add/Last Day to Register
Friday, July 28	Examinations
Tuesday, August 1	Grades Due 9:00 a.m.
Friday, August 31	Graduation Certification Day

Fall Semester 2006

Thursday, August 17 - Friday, August 18	Faculty Orientation
Monday, August 21 - Tuesday, August 22	Registration
Wednesday, August 23	Classes Begin 8:00 a.m.

Friday, August 25	Drop/Add Day Begins 12:00 noon
Tuesday, August 29	Convocation
Friday, September 1	Last Day to Register
Friday, September 22	Last Day to Remove an "I"/Last Day To Drop without a Grade
Thursday, October 12	Mid-Term Recess Begins 8:00 a.m.
Monday, October 16	Classes Resume 8:00 a.m.
Friday, October 27 October 28	Family Weekend
Monday, November 6	Advisement Begins
Tuesday, November 28	Advisement Ends
Wednesday, November 22	Thanksgiving Holiday Begins 8:00 a.m.
Monday, November 27	Classes Resume 8:00 a.m.
Saturday, December 2	Reading Day
Monday, December 4	Examinations Begin
Friday, December 8	Examinations End
Wednesday, December 13	Grades Due 12:00 noon
Saturday, December 16	Graduation

Spring Semester 2007

Monday, January 8 – Tuesday, January 9	Registration
Wednesday, January 10	Classes Begin 8:00 a.m.
Friday, January 12	Drop/Add Day Begins 12:00 noon
Tuesday, January 16	Founder's Day
Friday, January 19	Last Day to Register
Friday, February 2	Last Day to Remove an "I"/Last Day To Drop without a Grade
Monday, March 5	Mid-Term Recess Begins 8:00 a.m.
Monday, March 12	Classes Resume 8:00 a.m.
Monday, March 19-Thurs., April 5	Advisement Begins
Friday, April 6	Easter Holiday Begins
Monday, April 9	Classes Resume 8:00 a.m.
Friday, April 27	Reading Day
Monday, April 30	Examinations Begin

Friday, May 4	Examinations End
Tuesday, May 8	Grades Due 9:00 a.m.
Sunday, May 13	Baccalaureate Service 10:00 a.m.
Monday, May 14	Graduation

Summer School I, 2007

Monday, May 21	Registration
Tuesday, May 22	Classes Begin 8:00 a.m.
Friday, May 25	Last Day to Drop-Add/Last Day to Register
Friday, June 22	Examinations
Tuesday, June 26	Grades Due 9:00 a.m.

Summer School II, 2007

Monday, June 25	Registration
Tuesday, June 26	Classes Begin 8:00 a.m.
Friday, June 29	Last Day to Drop-Add/Last Day to Register
Friday, July 27	Examinations
Tuesday, July 31	Grades Due 9:00 a.m.
Friday, August 31	Graduation Certification Day

Fall Semester 2007

Thursday August 16- Friday, August 17	Faculty Orientation
Monday, August 20 - Tuesday, August 21	Registration
Wednesday, August 22	Classes Begin 8:00 a.m.
Friday, August 24	Drop/Add Day Begins 12:00 noon
Tuesday, August 28	Convocation
Friday, August 31	Last Day to Register
Friday, September 21	Last Day to Remove an "I"/Last Day To Drop without a Grade
Thursday, October 11	Mid-Term Recess Begins 8:00 a.m.
Monday, October 15	Classes Resume 8:00 a.m.
Friday, October 26, Sat., October 27	Family Weekend
Monday, November 5	Advisement Begins
Tuesday, November 27	Advisement Ends
Wednesday, November 21	Thanksgiving Holiday Begins 8:00 a.m.

Monday, November 26	Classes Resume 8:00 a.m.
Saturday, December 1	Reading Day
Monday, December 3	Examinations Begin
Friday, December 7	Examinations End
Tuesday, December 11	Grades Due 12:00 noon
Saturday, December 15	Graduation

Spring Semester 2008

Monday, January 7 – Tuesday, January 8	Registration
Wednesday, January 9	Classes Begin 8:00 a.m.
Friday, January 11	Drop/Add Day Begins 12:00 noon
Tuesday, January 15	Founder's Day
Friday, January 18	Last Day to Register
Friday, February 1	Last Day to Remove an "I"/Last Day To Drop without a Grade
Monday, March 3	Mid-Term Recess Begins 8:00 a.m.
Monday, March 10	Classes Resume 8:00 a.m.
Monday, March 17	Advisement Begins
Friday, March 21	Easter Holiday Begins
Monday, March 24	Classes Resume 8:00 a.m.
Friday, April 4	Advisement Ends
Friday, April 25	Reading Day
Monday, April 28	Examinations Begin
Friday, May 2	Examinations End
Monday, May 5	Grades Due 9:00 a.m.
Sunday, May 11	Baccalaureate Service 10:00 a.m.
Monday, May 12	Graduation

Summer School I 2008

Monday, May 19	Registration
Tuesday, May 20	Classes Begin 8:00 a.m.
Friday, May 23	Last Day to Drop-Add/Last Day to Register
Friday, June 20	Examinations
Tuesday, June 24	Grades Due 9:00 a.m.

Summer School II 2008

Monday, June 23	Registration
Tuesday, June 24	Classes Begin 8:00 a.m.
Friday, June 27	Last Day to Drop-Add/Last Day to Register
Friday, July 25	Examinations
Tuesday, July 29	Grades Due 9:00 a.m.
Friday, August 29	Graduation Certification Day

General Information for Undergraduate Students

Accreditation

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor's, Master's, Education Specialist, and Doctor's Degrees. Inquiries relative to the university's accreditation should be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501.

Campbell's Professional Education programs are also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI). The Social Work program is accredited by the Council on Social Work Education (CSWE).

Campbell University holds membership in the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, the Association of Baptist Colleges and Schools, the Council for Christian Colleges and Universities, and the American Association of Colleges of Teacher Education. The School of Law is accredited by the American Bar Association, the School of Pharmacy by the American Council on Pharmaceutical Education, and the Divinity School by the Association of Theological Schools (ATS).

Statement of Purpose of Campbell University

I. Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness of body, mind and spirit that includes a method of critical judgment; an appreciation of the intellectual, cultural, and religious heritage; stewardship of the body; and a sensitive awareness of the world and society in which they live and work with persons.

II. Campbell University is a Baptist university affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the University endeavors to present Christian principles to students and to foster their application to daily life.

III. The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

IV. Therefore, the mission of Campbell University, as a community of Christian scholars, is to

- A. provide students with a Christian world view;
- B. bring the word of God, mind of Christ, and power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;
- C. transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;
- D. encourage creativity, imagination, and rigor in the use of intellectual skills;

E. affirm the University's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;
F. frame University teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;
G. foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;
H. equip students with superior vocational skills, productive insights, and professional integrity;
I. provide a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge to serve the region as well as national and international communities;
J. prepare students for purposeful lives and Christian service throughout the world through undergraduate, graduate, and professional instruction including terminal graduate and professional programs;
K. provide services to the general community through research efforts, continuing education, cultural enrichment programs, and extended campus education;
L. cooperate with other educational institutions for the advancement of mankind.

V. This university sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

Campus and Buildings

The University occupies a spacious 850-acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Raleigh and Fayetteville.

The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged by 1896 it had become inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building that was later used for classrooms, these structures were destroyed by fire.

The burned buildings were replaced by Kivett Hall, named for Z. T. Kivett, the builder; it was constructed between May 23, 1901, and November 2, 1903. During 1991-1993, Kivett Hall was remodeled to provide additional space for the Norman A. Wiggins School of Law. Other buildings include: William Pearson Hall (1915) renovated 2000, Carrie Rich Memorial Library (1925); D. Rich Memorial Building (1926) renovated 2004; Carter Gymnasium (1952); Leslie Hartwell Campbell Hall of Science (1961); J. Clyde Turner Chapel (1963) renovated 2004; Campbell Home Management House (1965); Fred L. Taylor Hall of Religion (1973); Johnson Memorial Natatorium (1976), Taylor Bott Rogers Fine Arts Center (1984); J.P. Riddle Pharmacy Center (1991); Lundy Fetterman School of Business (1999); Pharmacy Research Laboratory (2001); and the McLeod Athletic Training Facility (2004).

In addition, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934); W. S. Britt Hall (1947); John S. Pearson Memorial Student Health Services (1960); James A. Campbell Administration Building (1961); Godwin Maintenance Building (1964); McLeod Admissions Center (1967); James M. Shouse Dining Hall (1973); Page Welcome Center (1974); and the Campbell Laundry Building (1985).

The residence halls for students are: Joel G. Layton Hall (1923); William H. and Lula Bostic Jones Hall (1954); J. E. Kitchin Hall (1955); O. Hampton Baldwin Hall (1958); Fred N. Day Hall (1959); Mabel and Nell Powell Hall (1960); James E. and Mary Z. Bryan Hall (1961); J. Hunter and Mabel C. Strickland Hall (1962); Ernest P. Sauls Hall (1962); Bobby Murray Hall (1967); R. A. and Elsie Hedgpeth Hall (1967); A. R. Burkot Hall (1973); Fred McCall Hall (1973); and Lonnie D. Small Hall (1973); Marshbanks House (1912 renovated 1981; McKay House (1925) renovated 1989; Burgess House (1974) renovated 1988.

The University also provides more than 250 housing facilities for faculty, staff and graduate students. These are houses, duplexes, apartments and mobile home lots. Some of them are Ellis Memorial Apartments (1957); Campbelltown Apartments (1959); Northeast Hall (1963); East Hall (1969); and Campbell (Reardon) Apartments (1999-2000).

Brief History

Ad astra per aspera

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of post-Reconstruction, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances.

Campbell's rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds.

Known as Buies Creek Academy, the school that began with twenty-one students grew slowly during the early years.

In ***Campbell College:Big Miracle at Little Buies Creek, (1887-1974),*** Dr. J. Winston Pearce wrote of Dr. James Archibald Campbell, "From the beginning, his passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."

In 1926, the school attained junior college status and changed its name from Buies Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978, and the Master of Science in Government was established in 1982 (although this degree is no longer offered).

The Campbell University School of Law was founded in 1976, and the Lundy-Fetterman School of Business was begun in 1983. The Schools of Pharmacy and Education were established in 1985. The Divinity School was established in 1995.

Campbell University has developed into a major university that will enroll nearly 10,000 students during the 2005 academic year. Students hail from all one hundred North Carolina counties, all fifty states of the United States, and over thirty-five countries of the world. Campbell University is now the second largest private university in North Carolina and the second largest Baptist University in the world. Open to all qualified students, Campbell's student body includes persons from more than forty denominations and faiths.

In over one hundred years of service, Campbell University has been served by only four presidents: James Archibald Campbell (1887–1934), Leslie Hartwell Campbell (1934–1967), Norman Adrian Wiggins (1967–2003), and Jerry McLain Wallace (2003–).

Faculty

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions.

At the present time, over four-fifths of the faculty hold the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

Assets

The University has total net assets in excess of $179,000,000, including endowment assets in excess of $91,000,000.

Also included among its assets is Keith Hills. The first eighteen-hole-course of this championship golf course was completed in 1973, while the second eighteen-hole-course was completed in 2002. Keith Hills is named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

Library

The original Carrie Rich Memorial Library (1925) has been expanded several times, with the most recent addition completed in 1965. The mission of the library is to provide services and resources to meet the present and future scholarly and informational needs of the Campbell University community and, insofar as possible, to share resources with those outside the University. The library's collection consists of over 200,000 book volumes, 590 print serial subscriptions, over 9,500 electronic periodical subscriptions, and 902,000 microforms. More than 4,500 media items and related educational materials are housed in the Curriculum Materials/Media Center, and over 40,000 federal documents are housed in the Library Annex . A collection of business references and periodicals is located in the

Business Library in the Lundy-Fetterman School of Business. The library has an automated catalog and full Internet capability, which provides students with both in-house and remote access to library holdings and database services.

Banking Service

First Citizens Bank and Trust Company and The Fidelity Bank are within walking distance of the campus for students who desire banking services.

Student Health Service

The Pearson Memorial Student Health Service provides care for the Campbell University student body.

Hours

Monday: 8 am – 4 pm & 5 pm – 7 pm; Tuesday – Thursday: 8 am – 4 pm; Friday: 8 am – 12 noon

Appointments are scheduled to see a physician and physician assistant; however a nurse is on duty when the clinic is open and may be seen without an appointment. You may schedule an appointment by calling 893-1560.

Services

Health services include diagnosis and treatment of illness and injuries within the limitations of the facility and the medical staff. Medical treatment not available at the Student Health Service will be referred to the appropriate healthcare provider for treatment.

Services include allergy injection, immunizations, laboratory, pharmacy, physical therapy, radiology, and minor surgical procedures.

Charges

There is no fee for evaluation by the physician's assistant, supervising physician or nursing personnel; however, the student will be charged for any laboratory procedures, non-prescription medicines, prescription drugs, and minor office procedures. These charges will be billed to the student account at the end of each month, or billed to insurance (whichever is appropriate).

Treatment Policies

- Except for emergency cases, students needing medical attention should schedule an appointment for evaluation by the physician.
- Students should follow the advice or recommendations of the Student Health personnel. Any student who does not heed the instructions or recommendations of the medical staff does so at his/her own risk, and the University disclaims responsibility for complications that might develop as a result of the student's refusal to heed such advice.
- The Student Health personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be notified for further instructions.
- All accidents should be reported to the Student Health Service as soon as possible, and no later than thirty (30) days, in order to ensure that the necessary information is obtained for filing with the student's accident insurance.

- Students should report to the Student Health Service before seeking outside medical services that are not covered by student insurance. This action could prevent huge medical expenses that are the responsibility of student and/or parents.
- Each student under the age of 18 shall be required to have authorization for treatment, signed by the parent or legal guardian. This authorization is included on the medical history form required to be completed and returned before the student enters Campbell University.
- Prescriptions from the student's family physician may be filled or refilled at the Student Health Service Pharmacy if it is a medication that is kept in stock. The student should report to the prescribing physician for follow-up treatment if indicated.

Undergraduate Academic Policies

Campbell University offers undergraduate programs leading to the Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Business Administration (BBA), Bachelor of Social Work (BSW), Bachelor of Applied Science (BAS), and Bachelor of Health Science (BHS) degrees.

General Requirements for All Undergraduate Degrees

Candidates for undergraduate degrees must:

I. Demonstrate evidence of good character.

A. Honoring the Campbell University Code of Honor
B. Serving the University Community
C. Living as a good citizen

II. Complete the General College Curriculum.

The General College Curriculum

The General College Curriculum is a collection of baccalaureate courses in the traditional liberal arts disciplines of the trivium and quadrivium. The purpose of requiring this two years of study prior to undertaking the major and minor fields is 1) to provide students the opportunity to acquire and solidify skills in reading, writing, and critical thinking which are fundamental to all other disciplines, and 2) to enable students to gain the experience and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience from a Christian perspective as well as to enjoy the good life motivated by charity and concern for others.

Students pursuing the B.A., B.S., B.S.W., and B.B.A. degrees must complete the General College Curriculum with any minor modifications noted herein for the appropriate degree program.

Academic Disciplines	*Number of Courses Required*
Fine Arts	
Art 131, Music 131, or Theatre 131	1
Humanities	
English 100,101,102	1-3

English 100 may be waived for students with an SAT verbal score of 450 or higher. English 101 may be waived for students with an SAT verbal score of 700 or higher and a "B" average in high school English.

British and/or American Literature	2

One course in foreign literature may be substituted for one literature course. This may be either a course in the language or in English translation, provided the student's adviser approves it in advance.

Foreign language	1-3

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course

in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.

2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

Religion 2

Religion 125 and one of the following: RELG 202, 212, 222, 224, 236, 251, or 340

History 111 and 112 2

Mathematics and Computer Science

Math and Computer Science 1-2

1. Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department. (One course may be either CSC 101 or Philosophy 221.)
2. Students pursuing the B.B.A. degree are required to complete Math 160.

Natural Science 2

Natural Science

Two laboratory science courses (four hours each) from Biology, Chemistry, Environmental Science or Physics

Exercise Science (Physical Education) 2

Exercise Science 185 (2 hours) and any activity course (1 hour)

Social Science/Philosophy/Religion 2

Students are required to complete only two courses and may take any combination, with the approval of the major department. Courses in Economics Geography, Psychology, Government, History, Criminal Justice, Sociology, Religion, or Philosophy may be used to complete this requirement.

Total General Education Hours **45-65 Semester Hours**

III. Participate, when requested, in assessment of institutional effectiveness of programs in general education and studies in the major and/or minor field.

On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor, such participation becomes a requirement for graduation.

IV. Satisfy the Campbell University Worship (CUW) attendance requirement.

Campbell University Worship reflects the Christian mission and purpose of Campbell University by offering the opportunity for students to engage in Christian worship, theological reflection, and community-building experiences.

Attendance requirements for CUW are as follows:

Students entering as *freshmen* will attend for four semesters (CUW 100 during the first two semesters and two additional semesters of CUW 200)

Students entering as *sophomores* (24 semester hours) will attend CUW 200 for three semesters

Students entering as *juniors* (64 semester hours) will attend CUW 200 for two semesters

Students entering as *seniors* (98 semester hours) will attend CUW 200 for one semester

Students who are *seeking an Associate degree* will attend for two semesters (CUW 100 during the first two semesters)

One-half hour credit is awarded for each semester of CUW attendance. The grade will depend upon the number of absences.

CUW 100 meets Tuesdays at 11:00 a.m. in Turner Auditorium and is required of all freshmen during their first two semesters at Campbell University. All first year freshmen at Campbell University are required to take CUW 100 for the first two semesters of college. This includes students who are planning to transfer to another school, enter a graduate/professional school, or who "transferred" college credits earned during their last year of high school.

CUW 200 meets Thursdays at 11:00 a.m. in Turner Auditorium for all sophomores, juniors, and seniors needing to complete their requirements for graduation.

V. Complete a minimum of 12 upper-level semester hours in the departmental major at Campbell.

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Each Campbell University student is responsible for ensuring that the choice of major is properly and currently recorded with his/her adviser and in the Registrar's Office and the University Computer.

Please Note: Students must take cognizance of the fact that the Registrar's Office is the office of record with respect to student academic information during residence and at the time of graduation. If the information on record in that office is not correct, then permanent student records as well as Federal, State, Financial Aid, and VA reports can be in error, perhaps causing the student academic and/or financial hardship.

Double Majors

It is sometimes possible to complete the requirements for two majors while in residence. Qualification in two majors does not entitle a candidate to two degrees.

Depending upon the requirements, this process may necessitate an additional semester or two in residence.

Forms for declaring multiple majors are available in the Registrar's Office. Students who desire qualification in two major fields must obtain for the official record the one-time written approval of both of the appropriate department chairpersons and have the approvals on file in the Registrar's Office. Since requirements for the major vary by department, the student must select one department's requirements as primary. In the event of misunderstandings or conflicts with respect to requirements, the chairperson of the primary department will resolve the problem.

In the case of duplicate requirements, the student may be released from the course requirement by the department chair of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

Please Note: Students receiving veterans' benefits must document with the Veterans' Affairs Coordinator, the Office of the Registrar, and the appropriate department chairs their intent to pursue the double major or a major with a minor. A written course requirement sheet, agreed to by respective department chairs, must be provided to the veterans' benefit student with the clear understanding that an additional semester may be required to complete all requirements. The course requirement sheet will be developed on a case-by-case basis, tailored individually, and agreed to by the appropriate department chairs. Successful completion of all degree requirements will result in award of a single diploma.

Minors

Students may also elect to earn a minor field. Requirements for minors are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including at least five courses. Variations will be determined by the appropriate department. The student must designate the major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor; however, no credit will be given for a minor unless the student has a "C" average (2.000) when all courses counting toward the requirement are included.

VI. For the bachelor's degree, earn 128 semester hours of credit, of which the last 32 must be at Campbell.

N.B I: A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded only with the approval of the Retention Committee. From time to time, changes are made in General College Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who re-enroll after a period of absence.

N.B. II: Extended Campus students will be governed by the academic residency requirements of the Service-Members Opportunity Colleges (SOC), which at the

baccalaureate level requires 32 minimum credit hours, of which 12 must be in upper-level coursework in the major with Campbell.

Bachelor of Arts Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences
Art, Criminal Justice, English, French, Government, History, Mass Communication, Music, Music Education, Spanish, and Theatre Arts.

The Divinity School
Religion

The Lundy-Fetterman School of Business
Economics

Bachelor of Business Administration Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

The Bachelor of Business Administration degree is awarded to students in the following majors: Accounting, Business Administration, Computer Information Systems, Professional Golf Management, International Business, and Trust & Investment Management.

Bachelor of Science Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Requirements for each major are included with the appropriate academic discipline listing in this Bulletin. The Bachelor of Science degree is awarded to students in the following majors:

College of Arts and Sciences

Athletic Training, Biochemistry, Biology, Chemistry, Computer Science, Exercise Science, Mathematics, Physical Education, Social Science, and Sports Management

The Lundy-Fetterman School of Business

Economics

School of Education

Elementary Education, Family Studies, Middle Grades Education, Psychology

Teacher Licensure with a B.S. degree in the following areas: Biology, Birth to Kindergarten, English, French, Family Studies, Mathematics, Music, Physical Education, Social Science, and Spanish

School of Pharmacy
Clinical Research, Pharmaceutical Sciences

Bachelor of Social Work Degree Requirements
Students must complete the General College Curriculum along with major and elective requirements to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

Bachelor of Applied Science (CIS 24.0101)
Students must meet the criteria of either (A), (B), or (C):

(A) Student must possess an earned Associate in Applied Science degree from a regionally accredited college or regionally accredited technical school. The degree must include a minimum of 21 semester hours in the major area. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. Students with an AAS based primarily on military technical credit will be evaluated on a case-by-case basis.

(B) Student must possess an earned and completed non-degree diploma from a regionally accredited college or regionally accredited school that includes a minimum of 21 semester hours of technical core credit. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. In addition, the student must possess the appropriate certification or licensure from the state or national board

(C) Student must have completed a military service school that has a minimum of 21 semester hours of technical core credits as recommended by the American Council on Education (ACE), and been awarded the Military Occupational Specialty (MOS for Army and Marine Corps, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy) that is comparable to (A) or (B) above. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. In addition, the student must be eligible for the appropriate certification or licensure from the state or national board.

Further, students must complete 53 semester hours of credit in these general education subject areas, if not already accepted as transfer credits within the associate degree program of study:

Academic Disciplines	*Number of Semester Hours Required*
Fine arts *May include an acceptable course from art, music, theatre	3
Humanities *Must include ENGL 100 (if required), 101 and 102, RELG 125 and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, speech, religion, philosophy, or foreign language.	24
Math/CSC *May include any Math courses numbered 111 or above or an approved computer science language course that can be substituted for a math requirement in accordance with the current Campbell University catalog.	6
Science *Any natural or biological science courses, with laboratory component.	8
Social Sciences *Must include HIST 111 and 112. May include courses in history, government, economics, geography, sociology, psychology, criminal justice, or military science.	12

Students must complete additional elective hours to total a minimum of 128 semester hours for the BAS degree. Of the remaining hours, at least 24 semester hours must be upper level (300-400) courses from any of these subjects: accounting, business, computer information systems, computer science, economics, foreign language, government, history, criminal justice, literature, mathematics, philosophy, psychology, religion, science, or sociology; and 12 of those 24 must be taken in residence at Campbell.

Any student who is originally evaluated for a Bachelor of Applied Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of technical credits.

Bachelor of Health Science (CIP 24.0199)

Students must meet the criteria of either (A), (B), or (C):

(A) Student must possess an earned Associate in Applied or Health Science degree in a health care related area, from an accredited college or technical school. The degree must include a minimum of 21 semester hours in the core health science area. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. Students with an AAS/AHS based primarily on military technical credit will be evaluated on a case-by-case basis.

(B) Students who have graduated from a non-degree diploma program in an allied health discipline with a minimum of 21 semester hours in the major area and who also possess state or national certification or licensure may be considered on a case-by-case basis. A maximum of 30 semester hours of technical core credit will be accepted towards the

completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. In addition, the student must possess the appropriate certification or licensure from the state or national board.

(C) Student must complete a health care-related military training program that is the equivalent of (A) or (B) above. The service school(s) must include a minimum of 21 semester hours of technical core credit credits as recommended by the American Council on Education (ACE), and been awarded the Military Occupational Specialty (MOS for Army, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy). A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. In addition, the student must be eligible for the appropriate certification or licensure from the state or national board.

Further, students must complete 53 semester hours of credit in these general education subject areas if not already accepted as transfer credits within the associate degree program of study.

Academic Disciplines	*Number of Semester Hours Required*
Fine arts	3
*Must include an acceptable course from art, music, theatre	
Humanities	24
*Must include ENGL 100 (if required) 101 and 102, RELG 125 and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, speech, religion, philosophy, foreign language.	
Math/CSC	6
*May include any Math courses numbered 111 or above or a computer science language course that can be substituted for a math requirement in accordance with the current Campbell University catalog. MATH 112 recommended.	
Science	8
*CHEM 111 and 113 with lab required	
Social Sciences	12
*Must include HIST 111 and 112. May include courses in history, government, economics, geography, sociology, psychology, criminal justice, or military science.	

Further, students must complete the additional core courses required for adequate preparation for graduate education in health related occupations. If not already awarded through transfer credit, the student should complete:

CHEM 227	Organic Chemistry I with lab	4 semester hours
BIOL 111	Basic Biology with lab	4 semester hours
BIOL Electives	Anatomy & Physiology recommended	8 semester hours
Additional Upper-level BIOL courses (two courses must have labs) 12 semester hours		

Students must complete additional elective hours to total a minimum of 128 semester hours for the BHS degree. Of the remaining hours, at least 24 semester hours must be upper level (300-400) courses from any of these subjects: accounting, business, computer information

systems, computer science, economics, foreign language, government, history, criminal justice, literature, mathematics, philosophy, psychology, religion, science, or sociology. Of the 24 upper level hours (biology requirements and electives) a minimum of 12 hours must be taken in residence at Campbell. Students should check the admissions requirements for the graduate programs for which they intend to apply. This will aid in course selection for the remaining electives.

Any student who is originally evaluated for a Bachelor of Health Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of technical credits.

Associate of Arts Degree Requirements

Campbell University offers Associate of Arts degree programs in General Education, Business Administration, Computer Information Systems, and Social Sciences. A candidate for this degree must have demonstrated evidence of good character, completed 64 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 15 semester hours of study in residence. All AA degrees require the following general courses:

Courses	**Credit Hours**
English 100, 101, 102	9
English Elective	3
Mathematics Electives	6
History 111 and 112	6
Science Lab Course	4
Fine Arts	3
Religion 125	3
EXER 185 (2) plus an activity course (1)	3
Electives	27
Total Semester Hours	**64**

Combined Degree Programs

Several combined degree programs exist for exceptional students. Consult the appropriate academic department for further information.

Second Bachelor's Degree

Campbell University may grant a second bachelor's degree to an individual who holds a prior bachelor's degree from a regionally accredited institution. A candidate for a second bachelor's degree must complete a minimum of 32 semester hours in residence at Campbell University beyond those hours earned for a prior degree. Of these, at least 15 hours must be completed in the major courses numbered 300 or above. All major, core curriculum/general education (e.g., religion, foreign-language), and specific degree requirements (e.g., CUW) must be fulfilled.

Special Considerations for Professional School Admission

Students with combined SAT scores of 1200 or higher may be offered guaranteed seats in the Norman A. Wiggins School of Law upon graduation, provided that they have maintained a 3.50 cumulative grade point average during their undergraduate work at Campbell University and satisfy the law school's requirement with respect to the Law

School Admission Test (LSAT). The School of Pharmacy reserves spaces for high school valedictorians that maintain required averages in their pre-pharmacy curriculum.

VII. Achieve satisfactory grade point averages:

A. A minimum grade point average of 2.000 in the major.
B. A minimum grade point average of 2.000 on all work attempted at Campbell University.
C. Some departments require that all courses in the major have a minimum grade of "C."

Please note that the responsibility for meeting the requirements for graduation rests upon the student in all cases. The responsibility for the student's academic performance and destiny is the student's, not the adviser. Advisers offer guidance and advice; the responsibility for meeting the requirements for graduation rests upon the student.

Class Attendance Policy

University policy regarding attendance is that:

1. The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.
2. No student will receive credit for any course in which he/she fails to attend at least 85-percent of the classes held.
3. Students should understand that the 15-percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.
4. Absences for reasons other than those listed above will not be excused.
5. Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course will be given a grade of "F."
6. Professors have the prerogative of making their absence policy more restrictive than that of the University.
7. Professors will include a clear statement of their absence policy in the syllabus for each course.

General Academic Regulations

Classification of Students

The classification of a student depends upon the number of hours completed and not upon the length of time enrolled in the University. A student is classified:

1. As a *senior*, upon the completion of 98 semester hours.
2. As a *junior*, upon the completion of 64 semester hours.
3. As a *sophomore*, upon the completion of 24 semester hours.
4. As a *freshman*, if the regular admission requirements have been met.
5. As a *special student*, if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.

6. As a *part-time student*, if, with approval, the student is registered for less than 12 hours of credit work.

N.B .: To receive full assistance through the Financial Aid Office or through Veteran's Affairs, a student must be enrolled for 12 semester hours. However, the university charges full tuition for nine or more hours in one semester.

Minimum Grade Requirements for Graduation

All baccalaureate candidates must have: (1) a "C" average (2.000) in the major and (2) a "C" average (2.000) at Campbell.

All associate candidates must have completed 64 semester hours with a 2.0 average on all work offered for graduation and must have earned a 2.0 average on 80 percent of all work attempted.

Note: Music and Mass Communication majors must have a "C" or better on each course within the major. Students seeking teacher licensure must have a "C" or better on all courses in the major and on all education courses.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation, normally, and in no case later than, at January registration prior to May graduation, and at fall registration for December graduation. Students who cannot complete their work in time to march at the May ceremony are welcome to march the following December. Depending on an individual student's progress, this process may involve several applications.

Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

Graduation and Graduation Ceremonies

Degrees are conferred in August, December, and May. A ceremony for August and December graduates is held in mid-December. A ceremony for May graduates is held in mid-May. Extended Campus Education holds an additional graduation ceremony in June at Camp Lejeune for extended campus students.

Graduation with Honors

The award of honors at Campbell University is determined in accordance with the following rules:

1. The GPA on all work at Campbell University must equal the stated GPA requirement.
2. To be eligible for honors at graduation, any student must have completed a minimum of 60 semester hours at Campbell.
3. Students who achieve a grade point average of 3.40 will be graduated *cum laude*, 3.60 *magna cum laude*, and 3.90 *summa cum laude*.
4. Students electing to apply the Eight-Year Academic Forgiveness Policy are ineligible for graduation with honors.

Graduation in Absentia

All candidates are expected to participate in the appropriate graduation ceremony, unless hindered by exceptional circumstances. To be eligible to participate in the ceremonies, the student must have completed all degree requirements prior to the date of graduation. Candidates with legitimate conflict, such as military duties, will be excused.

Policies Regarding Registration and Course Credit

Faculty Advisers

Each student will be assigned a faculty adviser who will be available to assist in making academic decisions. Prior to registration each semester, every student must have proposed courses approved by the adviser, and, if so indicated in this Bulletin, by representatives of other departments and/or schools.

Students interested in pursuing special programs such as pre-pharmacy or majoring in government, elementary education, middle grades education, or music should declare their intent at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining licensure for teaching in the public schools must consult the School of Education prior to registering for the sophomore year.

Semester Hour

A semester hour usually represents the credit earned in a class that meets one hour (fifty minutes plus a ten-minute break) each week for a full semester. In a course meeting three times a week, three semester hours of credit will be earned.

Some courses carry laboratory credit. For example, courses in science, computer information, psychology, social work, and family and consumer sciences carry laboratory requirements. In general, two hours of laboratory time are converted into one hour of credit; in the natural sciences, the ratio is three to one.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 and above are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes and/or cancel classes in the class schedule where there is insufficient demand for an announced course or where unexpected personnel changes have occurred.

Normal Class Load

During the regular semester on the main campus, a normal class load is fifteen to sixteen hours (not including CUW). During the summer sessions and off-campus terms, a normal load is six semester hours each session/term. For extended campus students, a normal full time class load is six hours per term, and may not exceed nine hours without the express approval of the extended campus director.

A full-time boarding student must carry a minimum load of twelve semester hours. Students carrying less than twelve hours will not be eligible for full financial aid.

Overloads

Students enrolling in more than eighteen semester hours (not including CUW) during the regular semester or six semester hours during summer sessions at the main campus must obtain permission from the appropriate dean and pay the appropriate overload charges. Extended campus students enrolling in more than nine semester hours per term must obtain permission from the extended campus director and pay the appropriate overload charges.

Under no circumstances should a student attending summer school sit for more than 18 semester hours each summer on main campus summer programs, off-campus summer programs, or any combination.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges or universities for subsequent transfer of credit to Campbell University must be approved in writing by the adviser, the appropriate department chairperson, and the Registrar prior to enrollment. Forms are available in the Registrar's Office.

Students who do not have a "C" average at Campbell normally will not receive approval to transfer courses to Campbell. In such special circumstances where approval is granted, students should understand that the transfer courses will be held in "suspense" and not transferred until the student has attained a "C" average at Campbell University.

Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges, or technical colleges).

Courses taken during a term of disciplinary suspension may not be applied toward degree credit at Campbell University.

Students should understand that they must complete the last 32 semester hours in residence at Campbell, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

A deficit in quality points must be resolved by completing courses at Campbell.

Please Note: Students enrolled at extended campus sites are usually covered under the provisions of the Servicemembers Opportunity College (SOC) consortium. SOC provisions, though normally more liberal than the policy stated here, are subject to specific requirements and stipulations. Extended campus students should obtain approval from their site director prior to enrolling at any other institution.

Policies for Main Campus Students Attending Extended Campus Sites

Main campus students may enroll for courses at Campbell's extended campuses under the following conditions:

1. The requested course will not be available on the Buies Creek campus during the present semester or prior to the expected date of the student's graduation.

2. Approval must be obtained from the adviser, department chair, discipline department chair, and Registrar.
3. A student may enroll for no more than two courses per semester/term at extended campus sites.
4. The maximum number of hours allowed during any semester and combination of off-campus terms must not exceed 18.5 hours.
5. If a student enrolls for six or more hours on main campus, and three or more hours at any off-campus location during the semester, the student is considered a full-time on-campus student and must pay resident tuition charges.
6. If a student enrolls for six or more hours on main campus, plus any combination of off-campus courses, such that total enrollment will exceed 12 semester hours during the semester, that student will be charged full-time on-campus tuition charges, plus the applicable off-campus tuition charge for all semester hours in excess of 12.
7. Any International student taking any class at any campus must obtain permission from the International Admissions Office on main campus.

Directed Independent Study (DIS)

Independent study is any type of study which is conducted under the supervision of an instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser, or site Director (if an extended campus student) during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

Departmental standards will include the following:

1. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chair, adviser, and the dean of the college/school.
2. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
3. A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. No professor should supervise more than three independent studies during any semester/term. All independent study contracts shall be approved by the faculty adviser, the supervising professor, the discipline department chair, the appropriate dean, and the Registrar. (Note: Extended campus students require only the approval of their site Director.)

Blank independent study contracts may be obtained in the Office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements for attendance and participation are determined by the instructor.

A student auditing a course receives no credit and no grade. However, satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. Students may elect to retake a course for credit and a grade. A course that is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Credit by Examination

College credit may be awarded to a student who completes the *Advanced Placement Examination* with a score of three or better. No grades will be given in courses for which credit is granted by examination. Campbell University does not offer course credit for the SAT II tests.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the *Advanced Placement Examination* and should request the CEEB to send the results of these examinations to the Dean of Admissions. The decision on the appropriate amount of credit to be awarded will be determined by the department chair with the approval of the appropriate dean.

Credit may be earned by satisfactorily completing the *General Examinations* or the *Subject Examinations* of the College Level Examination Program (*CLEP*) of the College Entrance Examination Board. A maximum of 64 hours of freshman and sophomore level credit may be earned for scores recommended by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the University.

Credit for courses in the core curriculum to be earned through *CLEP, DANTES, USAFI, APP*, *Challenge Examinations*, and other nontraditional methods should be submitted prior to the end of the student's first year of enrollment at Campbell.

Transfer Students

Students who complete course work at another accredited college or university may apply for admission to Campbell University. Transfer applicants must meet all admissions requirements and be eligible to return to the institution from which they are transferring.

Substitution Policy

Upon the recommendation of the adviser and department chairperson (or extended campus director), the dean of each school has the authority to approve subject substitutions.

Transcripts

The first copy of a student's record is issued upon request without charge. Subsequent copies are $5.00 each. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $5.00 for each copy desired. Checks or money orders should be made payable to Campbell University. Forms for Transcript Requests may be obtained by accessing the following URL: http://www.campbell.edu/academics/index.html.

Courses transferred from one Campbell University degree program to another or to another Campbell University transcript will be treated as transfer courses. Consequently, only semester hours earned will be posted to the second transcript of record.

Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e. the University will not release student records without the signature of the student.

Drop-Add

Deadlines are published each semester for dropping and adding courses. A course may be added during the first two weeks of a regular semester. In a regular semester, a course may be dropped without a grade for a period of four weeks.

Students will not be allowed to drop or add courses without the permission of the academic adviser. A "Change of Schedule Form" can be obtained from and must be returned to the Registrar's Office.

Withdrawal from a Course

Students withdrawing from a class after the published drop-add deadline until mid-term will receive a grade of "WP" (withdrew passing) or "WF" (withdrew failing) from the professor. Students withdrawing from a class after mid-term will receive a grade of "WF". (*Please note that a grade of "WF" is punitive and has a negative impact on the grade point average and possibly financial aid).* The time periods listed herein for the regular semester will be applied proportionally to Summer Sessions and Extended Campus terms.

Students will not be allowed to withdraw from a class without the permission of the academic adviser. A "Course Withdrawal Form" can be obtained from and must be returned to the Registrar's Office.

Students who do not properly withdraw from a class will be assigned a grade of "F".

Withdrawal from the University

Withdrawal from the University should only be considered after a careful and thorough evaluation of the academic, financial, and personal impacts arising from such an action. In all cases, students should first meet with their faculty adviser to discuss withdrawal from the University.

To withdraw officially from the University during a semester, a student must contact the Office of the Vice President for Student Life and obtain a Withdrawal Form. After the student carefully consults with their faculty adviser, this form must be completed, with appropriate signatures, and returned to the Registrar's Office in order to receive an official withdrawal.

Failure to withdraw properly will result in full charges and failing grades. Students will be responsible for all grants, scholarships, loans, and federal monies applied toward their tuition and general fees. Students receiving veterans' benefits must report to the Director of Veterans Affairs within thirty days of withdrawing from Campbell.

Withdrawal from the University after the published drop-add date will result in a student receiving grades of "WF" in all courses except in cases of *documented medical*

emergencies. (Please note that grades of "WF" are punitive and have a negative impact on the grade point average and possibly financial aid.)

Students planning to withdraw between terms should notify the Vice President for Student Life of their intention in writing. Students absent from Campbell University for one or more semesters/terms (excluding summers) must reapply for admission.

University Disciplinary System

The Vice President for Student Life is responsible for the administration of the University's disciplinary system. This responsibility is exercised on behalf of the President of the University and entails the operation of several bodies. They are described below and explained in detail in the Campbell University Student Handbook. The Student Handbook is published annually and distributed at registration. It is reviewed and approved by the President and Executive Cabinet and represents the official policies, regulations and procedures relating to student housing, student support services, student conduct, and the University disciplinary system. The handbook also contains official policies relating to parking and public safety. When a student is admitted to Campbell University, the student becomes responsible for knowing and abiding by all rules and regulations of the University as published in the University Bulletin and the Student Handbook.

Students are responsible for adhering to established policies, including the Code of Honor and Code of Conduct, both on and off campus. Campbell University also expects its students to abide by local, state and federal laws, as well as the generally accepted moral standards of our society. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise reasonable authority for reasons indigenous to its functioning as an educational institution.

Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

The Office of Student Life is responsible for 1) conducting initial inquiries into allegations of misconduct; 2) determining appropriate actions, including sanctions; and 3) arranging original hearings, if required, for violations of the Code of Honor and Student Code of Conduct, and Residence Hall Regulations. In cases of violent or disruptive behavior, the Vice President for Student Life may suspend a student or remove him/her from campus pending a hearing. If suspension is imposed under these circumstances, a hearing will be arranged in the timeliest manner practical.

The Vice President for Student Life may delegate the authority to conduct initial inquiries to the Assistant Dean for Campus Life and/or Campus Directors for violations of the Campbell University Student Code of Conduct and Residence Halls Regulations. Students may contest the action taken during the initial inquiry by requesting an original hearing.

Residence Life Judicial Committee

The Residence Life Judicial Committee is composed of the Director of Women's Campus, Director of Men's Campus, and two Resident Directors appointed by the Vice President for Student Life. The Committee will hear violations of Residence Hall Regulations. The Committee may assign students one or more disciplinary sanctions; once assigned sanctions will remain in effect for the remainder of the semester and the following semester. Decisions made by this Committee may be appealed to the Student Judicial

Committee. The decisions made by the Student Judicial Committee in regards to the appeal will then be final.

Student Judicial Committee

The Student Judicial Committee is composed of the four undergraduate class presidents, two faculty members, the Assistant Dean for Campus Life, and the Assistant Dean for Support Services. This Committee hears violations of the Student Code of Conduct and Code of Honor. The Committee may assign one or more disciplinary sanction. Once assigned, the sanction(s) will remain in effect for one year from the assigned date. Decisions made by this Committee may be appealed to the Faculty Executive Committee.

Faculty Executive Committee

The Faculty Executive Committee is composed of faculty members, including two University Deans. The Vice President for Student Life will chair this committee and be a voting member thereof. This Committee serves as a hearing board for incidents of misconduct involving violations of federal, state and local law. It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality in order to protect the reputations of the students involved. Cases of sexual misconduct fall into this latter category. The Faculty Executive Committee may impose sanctions ranging from written reprimand to expulsion. Decisions made by the Faculty Executive Committee may be appealed to the University Executive Cabinet.

University Executive Cabinet

The University Executive Cabinet considers appeals of decisions made by the Faculty Executive Committee. Appeals must be submitted, in writing, through the Office of Student Life within three business days after notification of the decision. The Cabinet does not hear personal appeals or oral arguments. It may affirm, reduce, or increase sanctions. In special cases, the University Executive Cabinet may choose to act as an original hearing board. Decisions reached by the University Executive Cabinet are final.

Honor Societies

Inquiries in reference to the honor societies listed below should be directed to the Student Life Office.

- *Phi Kappa Phi.* A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10 percent of all graduate and professional students in the institution are also eligible.
- *Omicron Delta Kappa.* A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.
- *Epsilon Pi Eta.* The *Epsilon Pi Eta* society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Members must achieve a 3.25 overall GPA for three consecutive semesters prior to selection.

- *Phi Eta Sigma.* A chapter of *Phi Eta Sigma*, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent "As" and fifty percent "Bs" for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women.
- *Kappa Delta Pi.* The Chi Theta chapter of *Kappa Delta Pi* was installed on April 25, 1996. This education honor society is open to undergraduates, graduate students, faculty and alumni whose major is education. Undergraduates must have reached junior status and have earned a minimum 3.0 GPA.
- *Pi Gamma Mu.* The Campbell University chapter of *Pi Gamma Mu* was established in the fall of 1984. *Pi Gamma Mu* is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, *Pi Gamma Mu* gives recognition to good scholarship and promotes it consistently through enriching activities, a lectureship program, and student-faculty fellowship. When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85 percent), that person may be invited to join an active chapter of *Pi Gamma Mu.* In addition, an eligible student should be in the top 35 percent of the class.
- *Sigma Tau Delta.* Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35 percent of their class.
- *Who's Who Among Students in American Universities and Colleges.* One of he most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.
- *Premedical/Allied Health Honor Society* is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35 percent of their class.
- *The Presidential Honor Society* has a membership of students who made 1100 or better on the SAT, who have good character, and are in the top 15 percent of their high school class.
- *Phi Alpha Theta* is the national honor society for history, founded on March 17, 1921 at the University of Arkansas by Nels Andrew Nelson Cleven. Initiates must have 12 semester hours in history with a 3.0 GPA as well as a B average on two-thirds of the remainder of their college work. This society has more than 700 chapters in 50 states, more than any other accredited honor society.

Standards and Expectations

Ethics and Discipline, Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, Christian universities and the church have stood as partners. Campbell University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

The code of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the Lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

- While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others.
- Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:
- To uphold at all times and in all places, both on- and off-campus, the University's statement of purpose.
- To protect the property rights of others from theft, damage, or misuse.
- To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.
- To obey, respect, and uphold the law of the land.
- To refrain from the possession, use, or distribution of alcoholic beverages and drugs.
- To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.
- To exhibit good taste, decency, and restraint at all times, refraining from disorderly conduct and indecent, profane, or obscene expression.
- To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.
- To abstain from any sexual relations outside the bonds of marriage.
- To exemplify principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

Student Handbook

The Student Handbook is published each year by the student personnel staff. Student activities, campus services, academic regulations and policies, and regulations governing student affairs at Campbell University are stated in the Student Handbook.

Every student is expected to become thoroughly acquainted with the Student Handbook. Students are responsible for complying with the policies and regulations presented in the annual edition of the Student Handbook.

Grades and Honors

Grades and Quality Points

The grading scales with the assigned quality points are as follows:

Grade	Quality of Work	4-Point Scale
A	Superior/Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure/Non-mastery of material	0
FX	Failure due to Honor Violation	0
I	Incomplete	0
IC	Incomplete Continued	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
AU	Audit	0
P	Passing (Graduate only)	Hours Only

Grades of "A, B, C, D, F, FX, I, and WF" are included in semester hours attempted and will affect the grade point average. Grades of "IC, WP, AU, and P" will not affect the grade point average.

The cumulative grade point average (GPA) is determined by dividing the total quality points earned by the total number of semester hours attempted.

A grade of "I" (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F". A grade of "IC" must be removed by the completion of the work within 120 days. A student may appeal a grade within a period of one academic year from the semester in which the grade was assigned. No changes to the transcript will be made after a twelve-month period unless a professor acknowledges in writing that an error in grade reporting has occurred.

The Grade of "FX"

A faculty member has a number of courses of action available to deal with academic dishonesty. In less flagrant situations involving students with no previous record of academic dishonesty, the faculty member may refer the case to the Office of Student Life or the faculty member may choose to assign a grade of "FX." The "F" indicates failure of

the course; the "X" indicates the reason for that failure (i.e., academic dishonesty). The "X" will remain on the student's record until he or she graduates or transfers to another college or university. The "F" may be replaced if the student retakes the course. If the student believes that the "FX" grade is not justified, he or she may appeal the "X" portion of the grade to the Student Judicial Committee unless the violation is plagiarism in which the appeal is to the Faculty Executive Committee. The Committee will hear the appeal and may affirm the "X" or direct the registrar to remove it from the student's record. The University Executive Cabinet is the final appellate body on issues involving academic dishonesty.

Faculty members assigning a grade of "FX" should notify the Vice President for Student Life. The Office of Student Life will notify the student in writing of the "FX" grade and procedures for appeal.

Repeat Courses

For repeat courses, the last attempt only will affect the final grade point average. Previous hours attempted, previous hours passed, and previous quality points will not be considered, although they will remain on the permanent record. All grades from all attempts are recorded and remain on the transcript permanently. Alternative course credit (e.g. CLEP and DSST) will not replace a grade. Additionally, a grade of "WP" or "AU" will not replace a grade.

The Eight-Year Academic Forgiveness Policy

Campbell University has an academic forgiveness policy for which eligible candidates may apply. To be eligible a candidate's course credits must be at least eight years old. Under the terms of the policy, credit will be awarded (hours only) for courses for which the candidate earned a grade of "C" or better. Students will not be required to repeat courses for which they have earned a "D"; however, no credit hours toward graduation will be allowed for "D" grades. Under the terms of the eight-year forgiveness policy, failing grades will not be charged against a student's grade point average.

Minimum Academic Standards for Satisfactory Progress

To be eligible for continued enrollment, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.4.
2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.90.
5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 2.0.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell to improve their grade point average.

N.B. I: Students of junior standing or less (64 semester hours or less) whose GPA falls below a 1.800 will be allowed to register for a maximum of 13.5 semester hours.

Academic Warning

The University Retention Committee convenes in May of each year to review the academic progress of undergraduate students. The Committee issues an "Academic Warning" to any student whose composite grade point average is less than 2.0. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as the quality point deficit is reduced in its entirety. However, a student who has not made satisfactory progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality point deficits of 40 or more are normally declared "academically ineligible" for a minimum of one semester. Students who have been ruled ineligible for readmission may appeal to the Retention Committee.

To receive financial aid under Federal Title IV Programs, a student must be making "satisfactory progress" toward graduation as defined herein. In addition, all full-time students must pass an average of 9 hours each semester during the first two years and an average of 11 hours during the remainder of the undergraduate study.

Dean's List

The requirements for the Dean's List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a "C".
4. Not more than one "C" grade.
5. No incomplete grades.
6. No penalty points in effect.

President's List

The requirements for the President's List are as follows:

1. Be eligible for the Dean's List.
2. Complete at least a second semester of residence at Campbell University.
3. Earn a cumulative GPA of 3.50 on a 4-point scale on all work attempted.

Note: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Academic Appeals

Academic appeals are handled within the appropriate college or school. Any grievance of a student relating to an academic matter shall first be discussed with the appropriate faculty member. Every effort should be made to resolve the matter at this level. If the grievance cannot be resolved with the faculty member, the student shall discuss the matter with the appropriate department chair. If the grievance cannot be resolved with the department chair, the student shall discuss the matter with the appropriate dean. The decision of the dean in academic matters is final.

Eligibility Regulations for Student-Athletes

Freshman Eligibility

A student-athlete who enrolls as an entering freshman with no previous full-time college attendance must meet the following academic requirements to qualify for competition, practice, and financial aid during the first academic year in residence. For students entering any college or university on or after August 1, 2005, initial eligibility will be evaluated based on the following academic requirements:

1. Present a minimum SAT/ACT score as specified in the NCAA Initial Eligibility Index below. The required SAT/ACT score must be achieved under national testing conditions on a national testing date.
2. Present a minimum cumulative grade point average as specified in the NCAA Initial Eligibility Index in a successfully completed core curriculum of at least 14 academic core courses, including the following:

- **4** years of English
- **2** years of Mathematics (Algebra 1 or higher)
- **2** years of natural/physical science (1 year of lab if offered by the high school)
- **1** year of additional English, mathematics or natural/physical science
- **2** years of social science
- **3** years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

14 Total Core Courses

NCAA Initial Eligibility Index (to be used with 14 core-courses)

Core GPA	SAT	ACT
3.55 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50

3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

In order to participate in intercollegiate athletics, all incoming freshman student-athletes, including walk-on student-athletes, must receive their final certification of initial eligibility through the NCAA Clearinghouse.

Continuing Eligibility

To be eligible to represent an institution in intercollegiate athletics following the completion of one year of competition or residence, a student-athlete must maintain

satisfactory progress toward a baccalaureate degree as determined by the University. A student-athlete must also maintain NCAA progress towards degree requirements which include the following:

- **24** semester hours of academic credit before the student-athlete enters his or her second year of collegiate enrollment;
- **18** semester hours per academic year;
- **6** hours of academic credit per term;
- GPA Requirements:
- **90%** of the minimum cumulative GPA necessary for graduation by the start of the second year of enrollment (1.800);
- **95%** of the minimum cumulative GPA necessary for graduation by the start of the third year of enrollment (1.900);
- **100%** of the minimum cumulative GPA necessary for graduation by the start of the fourth year and thereafter (2.000);

Percentage of degree requirements:

- A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program;
- For Student-athletes in five year degree programs, the percentage of course requirements are 33%, 50%, and 67% respectively (such as 3/2 program);

Transfer Eligibility

A student who transfers to Campbell University from any collegiate institution is required to complete on full year of residence before being able to compete in intercollegiate competition, unless the student satisfies applicable transfer requirements or receives an exception or waiver of NCAA transfer legislation. Information on transfer eligibility is available through the Department of Athletics.

Institutional Policies

Campbell University complies with all applicable NCAA eligibility legislation as defined by NCAA Bylaw 14. In addition to the minimum requirements for competition established by the NCAA and the Atlantic Sun Conference, the following policies are in effect:

No student will be allowed to take part in any intercollegiate contest during a semester if he or she registered later than the fifteenth calendar day following the opening date of the semester.

No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.

No student will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.

Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

The information above is a general summary of the eligibility rules for student-athletes. NCAA eligibility rules are complex and subject to review and change annually. For further information and current interpretations of NCAA legislation, please contact the Department of Athletics or visit Campbell University's home page at http://www.campbell.edu.

Admissions

Although the majority of the students at Campbell are from the Southeastern section of the United States, all fifty states and fifty foreign countries are represented on the campus at any given time.

Selection for admission involves several considerations including grades, course selection, class rank, test scores, activities, and recommendations. Academic record or ability is not by itself sufficient qualification for the admission of any applicant.

A student can obtain an application to Campbell University from many different sources:

- guidance counselor office in their high school
- on-line at www.campbell.edu
- on-line at www.cfnc.org
- e-mail a request to adm@campbell.edu
- call the Office of Admissions toll free at 800-334-4111 or 910-893-1290
- fax a request to 910-893-1288
- write a request and mail it to Campbell University, Post Office Box 546, Buies Creek, NC 27506

Note – Candidates for admission to a Campbell University extended campus program should contact the location they wish to attend.

Go to web site: http://www.campbell.edu/academics/excampus/index.html.

Steps for Beginning the College Admissions Process:

1. Study the catalog (review our web site www.campbell.edu or request a CD copy from the Office of Admissions).
2. Ask the Office of Admissions to answer any questions concerning Campbell University or its programs.
3. Visit the University, preferably with parents, to tour the campus and to discuss the preferred program of study.
4. Obtain the necessary forms from the Admissions Office.
5. Complete the application form carefully and attach a recent photograph. With the application, enclose the $35.00 processing fee. Mail the application to the Office of Admissions.
6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the SAT or ACT. It is important to ensure that the Admissions Office receives all available test scores. Request that the scores be sent to the Office of Admissions, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506. (Campbell's code for SAT is 5100 and 3076 for the ACT)
7. Request your personal physician complete the Immunization and Medical History Form included in your acceptance packet. North Carolina requires documentation of immunizations within thirty days of a student's first registration. Failure to comply will result in withdrawal from the university. This form should be returned to the Health Services Department of Campbell University.

Upon graduation, request the high school to send a final transcript confirming the student has completed all the requirements and earned their diploma.

Directions for Prospective Transfers

1. Follow Steps 1, 2, 3, 4,5 and 7. In addition to the above, the University requires your official high school transcripts showing graduation and any available standardized test scores (SAT or ACT).
2. Request the registrar of the college at which you are now in attendance (or if not in school, the registrar of the last school attended) to mail a complete transcript to the Office of Admissions at Campbell University.
3. If you have been in attendance at more than one college, the registrar of each institution should mail to the Campbell University Office of Admissions a transcript of all work attempted at that school. Failure to have the appropriate academic records sent to Campbell may result in the application being delayed or denied.
4. Request a complete college questionnaire from a responsible official of the college previously attended. Note: College questionnaires will be provided for the student in the Campbell transfer packet.

Admission Requirements

Full admission to freshman-level study requires the following:

1. **Either** a high school record showing graduation from an accredited secondary school with thirteen credits as follows:

English	4 credits
College-Preparatory Mathematics (Including two of algebra and one of geometry)	3 credits
Foreign language	2 credits
Social Sciences (One must be in United States history)	2 credits
Natural Sciences (One must be a laboratory science)	2 credits

   Or successful completion of the General Educational Development (GED) Program. Unusual circumstances with respect to ability, maturity, and motivation may be considered. Only a limited number of GED applicants will be considered. Documentation will be required to confirm successful completion of the GED Program.

2. The admissions committee considers students on the whole person concept. The entire academic record is reviewed and evaluated for placement. Grade Point Average (GPA), Course Selection, Class Rank, Standardized Test Scores (SAT/ACT*) are all considered. Students with less than the acceptable threshold may be considered for probational admission. Each and every candidate is reviewed on an individual basis.

3. Students submitting SAT/ACT scores from March 2005 forward must submit the new writing component. The information will be treated as supplemental for acceptance evaluation and emphasis will continue to be placed on the math and verbal sections for one year only. As the university moves forward with implementation, the updated requirements incorporating the writing component will be published on the university web site.
4. Students with test scores from 850-950 on the math and verbal sections will be eligible for full admission if they also have a respectable high school GPA, but will be monitored. Students with scores above 950 on the math and verbal sections are eligible for full admission.*
5. Campbell notifies students of their acceptance decision within two weeks of all the required documents being received for the admissions file. Admissions acceptances may take different routes.

*ACT scores are converted to SAT equivalents for statistical purposes.

Definitions

Official Enrollment: A student is officially enrolled by (1) being accepted and notified by the Admissions Office, (2) making satisfactory financial arrangements with the Business Office, and (3) registering at the appropriate time. The University reserves the right to reject any application without explanation.

Full Admission: Admitted as a freshman, transfer, or special student with no conditions that have to be removed prior to graduation.

Probational Admission: In certain instances the Admissions Committee may exercise its reasonable discretion in offering Probational Admission to students whose portfolio does not meet the criteria normally expected for admission (e.g., lack of SAT/ACT scores). In such cases, the Admissions Committee may normally require removal of one or more conditions prior to enrolling or to commencing e second semester's work.

Examples include, but are not limited to, the following: (1) take further pre-college or college work during the summer or semester prior to the beginning of freshman year; (2) be evaluated for placement in English, mathematics, or foreign language; (3) demonstrate proficiency in or mastery of specified subject matter; (4) complete the official documentation in the applicant file.

Academic Support Program: A program of special academic assistance is required for students with composite SAT scores from the math and verbal sections in the range of 850-950, for other students with demonstrated weaknesses in English and/or mathematics, and for all students whose high school record warrant special concern and attention.

The major components of this program are a limit of 13.5 semester hours during the first semester of enrollment, an assignment to specific courses in English and mathematics, and/or requiring a stated grade point average (GPA) be earned at the conclusion of a specified period of enrollment.

Advanced Enrollment Deposit for All New Students

Campbell University requires all new students to deposit $100 within two weeks of their acceptance notification. This deposit 1) secures their space in the classroom and 2) serves as a security deposit on their residence hall occupancy.

A student may request an extension on the deposit until May 1st of the year the student plans to enroll. This allows the student to defer payment of the deposit until the date specified without penalty. The request for an extension must be submitted in writing to the Office of Admissions for approval.

This deposit is refundable with a written request made prior to July 1st -for those students enrolling for the fall semester and by December 1st -for those students enrolling for the spring semester. The deposit is not a fee but actually will be credited toward the student's semester charges on their business office account.

Credit Earned by High School Students

High school students may take courses for credit at Campbell University or other accredited colleges/ community colleges provided such work is approved under the applicable state and federal laws in place at the time of application for enrollment. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

International Baccalaureate Diploma is recognized by Campbell University. Students presenting official transcript confirming diploma awarded will be awarded up to thirty-eight (38) semester hours of credit.

Advanced Placement credit will be awarded to students earning the required score of three or better as indicated by the requirements of the department and confirmed by the Campbell University Registrar. For a complete list of the scores required for credit, please refer to the Campbell University web-site www.campbell.edu under the academic section.

DANTES/CLEP Examinations will be evaluated for potential credit in light of the University policy. For a complete list of the scores required for credit, please refer to the Campbell University web-site www.campbell.edu under the academic section.

Special Situations

Mid Year Enrollments for High School Students

Seniors in high school completing their diploma requirements mid year may enroll at Campbell University for the spring semester provided the student present the appropriate documentation. This includes, but is not limited to, a statement from their high school indicating that the student has met all the requirements for graduation but the diploma will be presented during the graduation exercises to be held at a date in the future.

Break in Enrollment

Students who find themselves in a position to withdraw from the university after the start of the semester will be required to apply for re-admission to return to Campbell University. If a student has attended any other college or university during this absence, the official transcript must be submitted prior to an acceptance decision being made. Students leaving Campbell University with less than a 2.0 cumulative grade point average (GPA) will have these courses held in "escrow" until the time their GPA reaches the required 2.0 minimum.

Admission of Military Personnel and Veterans of the United States Armed Forces and Their Family Members

This institution is approved under the provisions of Title 38 and Title 10, United States Code for enrollment of veterans, military, and other eligible persons for programs approved by the North Carolina State Approving Agency. All interested personnel should consult with the certifying official at 1-800-334-4111, extension 1294, or look at the VA page on the website at www.campbell.edu.

Campbell University is a member of Service Members Opportunity Colleges (SOC), a consortium of over 1,800 institutions pledged to be reasonable in working with service members and veterans trying to earn degrees while pursuing demanding, transient careers. As a SOC member, Campbell is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by fifteen national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

Participating institutions within the SOC program may agree to guarantee transferability of courses according to pre-approved tables developed within specific SOC Degree Program Networks. A network consists of one or more specified curriculum areas leading to academic degrees offered by participating colleges and universities at their home campuses and a variety of military installations throughout the world. Campbell University is a participating member in the following networks: SOCAD (Army) 2 Year and 4 year; SOCMAR (Marine Corps) 2 year and 4 year; SOCNAV (Navy) 2 year and 4 year; SOCGUARD (National Guard) 2 year and 4 year. The significance of this participation is that designated courses are pre-approved and guaranteed to be accepted in transfer by other institutions participating in the network. As recommended by the SOC program, Campbell University extends these guarantees to adult family members of military personnel attending classes at our extended campus sites.

The University will evaluate military records for college credit, without charge, to determine the amount of credit earned for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veterans' Affairs Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.

Summer School Students from Other Institutions

Students enrolling at Campbell University for the summer program only should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall "C" average and are recommended by the registrar of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Campbell University will accept semester hours only from all transfer work. We will accept *course content only* for "D" grades; consequently, a student will not earn hours toward graduation for "D" work completed at another college or university. The student's grade point average (GPA) will be determined by the work completed at Campbell University.

Transfer students must be in good academic and social standing at the school from which they are transferring.

Reserve Officers Training Corps (ROTC

Campbell University offers an ROTC program designed to develop officer-leaders culminating with a commission as an officer in the Army Reserve or the Regular Army.

Additional information may be found under the Special Programs section of this catalog.

Admission Requirements for International Students

- Completed application (paper or electronic) www.campbell.edu.
- TOEFL score of 500 (paper) or 173 (computer) and/or 400 verbal score on the SAT is required to demonstrate proficiency of the English language. ACT test scores are also accepted (SAT / TOEFL/ ACT).
- A complete set of academic records with English translations.
- A signed affidavit of financial responsibility (Financial Statement).
- Completed Visa Clearance form (transfer students only) Visa Clearance Form.

If a student experiences a break in enrollment, he/she must re-apply for admission

Once an acceptance packet is received, a student must complete the following actions:

- Pay a $1000.00 tuition deposit to secure a Form I-20.
- Pay the I-901 fee (BCIS).
- Meet with a Consular at the American Consulate/Embassy to secure a visa.
- Once secured, notify the International Admissions Office of the date and time of arrival so transportation may be arranged.
- Once in the country and at Campbell University, students must report to the International Admissions Office within 48 hours of arrival.

Procedures for Enrolled International Students

While enrolled, students must:

- Obtain permission to take a class at any campus from the International Admissions Office on main campus.
- Carry a full-time load as defined by their specific program.
- Obtain approval from the International Admissions Office to withdraw from a class.
- Obtain approval (file forms with BCIS) for all off-campus employment at least one month prior to employment.
- Report to the International Admissions Office at the beginning of each semester within 48 hours of arrival to verify personal contact information and Bureau of Citizenship and Immigration Services (BCIS) documents.

- Complete a Form 8233 and submit it to the International Admissions Offiee/Comptroller and pay taxes on scholarships eovering room and board (anything over tuition costs).

International Student Activities

Edueation is more than just studying textbooks. Part of one's edueation at Campbell University is learning to work in a diversified world and sharing experienees and aspirations with others. Loeated in the heart of North Carolina, Campbell offers a perfeet-sized eampus for meeting new people and gaining fresh insights. It is also an ideal plaee to challenge one's self, as our students share a eommon goal: They all want to learn to be the best they ean be regardless of their eareer ehoiee.

As an international student, you will be joining other students from more than 50 different countries and all 50 states. This diverse atmosphere creates self-eonfidenee and intereultural opportunities as well as providing personal fulfillment. Eaeh International student is a member of the International Student Club. Students may enjoy the use of their own student eenter, eonveniently loeated on eampus. The elub provides students the opportunity to enjoy the Ameriean eulture and its aetivities, while also sharing their own throughout the year with other students at hosted events.

Upon aeeeptanee to the University, Campbell's international and aeademie advisers are ready to help you sehedule and ehoose your field of study. You ean be assured that you won't end up "just a number" at Campbell University. Our student/faculty ratio averages 12-1, and we pride ourselves in giving students individual attention and in beeoming personally aequainted with them.

Here is what Campbell offers you, the international student:

- Small Classes
- Dedieated International-Student Adviser
- Caring Professors
- Excellent Edueation at Reasonable Cost
- Exeellent Edueational Facilities
- Safe, Seeure Campus Environment
- Active International-Student Community
- Diversified Interests/Cultures

Campbell University is reeognized as having one of the safest and most seeure eampuses in the United States. All students, both international and U.S., should be able to pursue their aeademie and personal goals in a safe physieal environment sueh as that provided by Campbell.

We, at Campbell, feel that our university offers the international student a unique edueational opportunity; an opportunity not only to grow personally and aeademieally as an individual, but also to learn about the eultures and traditions of the United States. We have a large and aetive international student community that thrives in an aeademie environment and eonsiders multieultural exehanges as an important part of the total edueational proeess.

Financial Information for Undergraduate Students

Financial Assistance

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for eligible students in the form of scholarships, grants-in-aid, loans, and part-time employment.

In 2004-2005, Campbell awarded some type of financial assistance to approximately ninety-four percent of its students.

Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the toll-free number 1-800-334-4111. Additional information may be obtained by visiting Campbell University's home page at http://www.campbell.edu.

Campbell accepts *The Free Application for Federal Student Aid (FAFSA),* and does not require any other financial aid application.

Need is calculated from income and asset information provided by student and parents on the FAFSA, as well as family size and number of family members in college. This confidential information is used to determine the amount of assistance offered to our students.

To be considered for financial assistance or scholarships, the student must

1. Apply for admission to Campbell University. The Campbell University application begins the admissions process. Acceptance to Campbell University begins the financial aid process.
2. File a Free Application for Federal Student Aid and request the results be sent to Campbell University, P.O. Box 36, Buies Creek, N.C. 27506. (Campbell University's Title IV School Code is 002913. The DUNS number is 07-558-6057.)
3. Be accepted for admission to Campbell University as a regular degree-seeking student and/or be making satisfactory academic progress.
4. Transfer students must have an official evaluation by the Campbell University Registrar on file in the financial aid office prior to receiving an official offer of financial aid.
5. A new Free Application for Federal Student Aid (FAFSA) must be completed each academic year. This should be done as soon as possible after January 1 each year.

Campbell University Financial Aid Office Satisfactory Academic Progress Policy (SAP)

Revised January 2005

The Higher Education Act mandates institutions of higher education to establish minimum standards of "Satisfactory Academic Progress." Campbell University makes these standards applicable to all programs funded by the federal government, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work-Study, Federal Stafford Loans, and Federal Parent PLUS Loans. These

standards are also applicable to the North Carolina Student Incentive Grant, North Carolina State Contractual Scholarship Fund, North Carolina Loan Program for Health, Science, and Mathematics, and certain university controlled scholarships based in part upon academic ability.

Programs administered by agencies other than Campbell University, such as private scholarships, or grants given by states other than North Carolina, may have their own academic standards for students. Students will need to contact such agencies to find out what those requirements are.

Campbell University Academic and Endowed scholarships have academic requirements that are higher than those in this policy.

Student-Athletes must satisfy the eligibility requirements established by Campbell University and by the NCAA to be eligible for athletically related financial aid.

General Satisfactory Academic Progress Principles

These principles apply to all of Campbell University's degree programs. Specific guidelines for each academic program are outlined after these general principles.

1. Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Cumulative Hours Earned; and (3) Maximum Time Frame. In addition, a school's SAP policy must include the student's total academic history.
2. These general principles apply to all of Campbell University's degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program specific requirements are detailed after the general principles.
3. Any student who is enrolled in more than one academic program must meet the guidelines for *each of the programs in which they are enrolled.*
4. SAP will be determined one time per academic year, specifically, at the end of each Spring semester. Students wishing to have their progress reevaluated at other times during the year must submit a written request to the financial aid office.
5. To earn hours at Campbell University, a student must receive a grade of A, B, C, or D. Any other grade does not earn hours.
6. Classes in which a student receives a grade of Withdrew Passing (WP) will not be counted as hours attempted nor hours earned, therefore, will not negatively impact a student's ability to satisfy SAP.
7. Classes in which a student receives a grade of Withdrew Failing (WF) will be counted as hours attempted but not hours earned, therefore, ***will negatively impact*** a student's ability to satisfy SAP.
8. Classes in which a student receives a grade of Incomplete (I or IC) count as hours attempted but not as hours earned, therefore, ***will negatively impact*** a student's ability to satisfy SAP.
9. When a student repeats a course, the total **attempted** hours will increase with each repeat, but the student will only **earn** hours for a completed course once. Therefore, repeating classes ***will negatively impact*** a student's ability to satisfy the 70% passage rate, but may significantly ***increase*** a student's cumulative GPA.
10. Included in attempted hours are all coursework attempted, including transfer credits, which consists of passed, repeated, incomplete, failed, and withdrew failing courses. Attempted hours *do not include* credits earned through Advanced

Placement (AP), College Level Examination Program (CLEP), or other similar testing programs.

Failure to Meet Satisfactory Academic Progress

Students who fail to meet the Satisfactory Academic Progress standards will be placed on Financial Aid Probation (FAP) for a period up to one academic year. During the FAP period, a student will be eligible to receive financial aid. No student will be allowed more than two (2) semesters of FAP for the duration of any particular degree program at Campbell.

At the end of the FAP period, students who still do not meet the SAP standards will be placed on Financial Aid Cancellation (FAC). Students who are placed on FAC will be ineligible for financial aid.

Transfer students will be evaluated at the time of enrollment using the same SAP standards.

Students returning to Campbell University following a period of absence or FAC must meet Campbell's SAP policy in order to regain eligibility for financial aid.

Appeals

Students on Financial Aid Probation or Cancellation may make a written appeal to the Financial Aid Committee. The Financial Aid Committee is comprised of the Director and Assistant Directors of Financial Aid. If necessary, the Dean of Admissions, Financial Aid, and Veterans' Affairs may be included. Financial aid may be reinstated by the committee upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the committee. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

1. Serious Illness of student--statement from physician that illness interfered with student's ability to meet SAP along with written letter of appeal from student.
2. Serious Illness of immediate family member--statement from a physician along with written letter of appeal from student.
3. Death of an immediate/close family member--statement from a minister, nearest relative, or an unbiased concerned adult along with written letter of appeal from student.
4. Disruptive internal family problems--statement from parents, minister, or an unbiased concerned adult along with written letter of appeal from student.

Satisfactory Academic Progress for Undergraduate Students

Cumulative GPA

The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted as of the last day to drop a course. Multiple attempts of the same course will be counted for each attempt for financial aid purposes.

Credits Attempted	Minimum Cumulative GPA
1 – 47	1.4
48 – 77	1.6
78 – 109	1.8
110 – 129	1.9
130 – 192	2.0

In addition, any student with a quality point deficit of 40 or more as calculated by the Registrar will be deemed academically ineligible, and therefore, will be placed *directly on Financial Aid Cancellation* without a probation period.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
To remain eligible for financial aid, undergraduate students must complete their degree requirements within 150% of the published length of their academic program. At Campbell University, students must complete the requirements for a bachelor's degree within a maximum number of credits attempted (including transfer credits) of 192.

Satisfactory Academic Progress for Graduate/Professional/Pharmacy Students
To receive eligible financial aid under the Federal Title IV programs, a graduate/professional/pharmacy student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined at Campbell University is as follows:

Law School - Juris Doctor (JD)
Maintain a Numerical Cumulative Grade Point Average of 75
A student must achieve and maintain a Cumulative Grade Point Average of 75.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
JD students will be allowed a maximum of 135 attempted hours to complete their degree. This the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Doctor of Pharmacy (PharmD)
Maintain a Cumulative Grade Point Average of 2.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
PharmD students will be allowed a maximum of 207.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Science in Clinical Research (MSCR)

Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
MSCR students will be allowed a maximum of 62 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Science in Pharmaceutical Sciences (MSPS

Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
MSPS students will be allowed a maximum of 46.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Business Administration (MBA

Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
MBA students will be allowed a maximum of 54 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Trust and Investment Management (MTIM)

Maintain a Cumulative Grade Point Average of 3.0 (B)

A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

MTIM students will be allowed a maximum of 67.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Divinity (M.DIV.)

Maintain a Cumulative Grade Point Average of 2.0 (C)

A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

M.DIV. students will be allowed a maximum of 135 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Arts in Christian Education (M.A.C.E.)

Maintain a Cumulative Grade Point Average of 2.0 (C)

A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

M.A.C.E. students will be allowed a maximum of 90 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Doctor of Ministry (D. Min.)

Maintain a Cumulative Grade Point Average of 2.0 (C)

A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
D.Min. students will be allowed a maximum of 48 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Education (MEd), A-Plus-Master's (A+M), Master of Arts Community Counseling (MA), Master of Education School Counseling (MEd), Master of School Administration (MSA)

Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
MEd Elementary Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Elementary Education students will be allowed a maximum of 85.5 attempted hours to complete their degree.

MEd Middle Grades students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Middle Grades students will be allowed a maximum of 85.5 attempted hours to complete their degree.

MEd Secondary Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Secondary Education students will be allowed a maximum of 90 attempted hours to complete their degree.

MEd Physical Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Physical Education students will be allowed a maximum of 93 attempted hours to complete their degree.

MEd Interdisciplinary Studies students will be allowed a maximum of 54 attempted hours to complete their degree.

MA (community counseling) students will be allowed a maximum of 73.5 attempted hours to complete their degree.

MEd School Counseling students will be allowed a maximum of 82.5 attempted hours to complete their degree.

MSA (school administration) students will be allowed a maximum of 67.5 attempted hours to complete their degree.

These are the maximum allowable time frames for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Standards for North Carolina Residents

With the passage of the 2001 budget, the North Carolina Legislature began requiring institutions to reduce a student's eligibility for the North Carolina Legislative Tuition Grant (NCLTG) if s/he has attempted 140 hours or more. The reduction is equal to 25% of the student's regular eligibility. This applies only to students who would otherwise be eligible for the NCLTG. This standard includes all attempted coursework including repeated, incomplete, failed, withdrew failing, and withdrew passing courses. Attempted hours *for the NCLTG program only* do not include credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), other similar testing programs, or credits taken during summer school.

Refund/Repayment Policy

In the event of a student's complete withdrawal from the university for a particular enrollment period, refunds/repayments are calculated according to the Higher Education Act and its subsequent modifications. Campbell University will comply fully with federal regulations as required. This method will be used to determine refunds/repayments for Title IV aid as well as state and institutional aid. This includes students who do not follow the university's policy for official withdrawal.

Students may acquire a copy of the Campbell University Refunds/Repayment Policy upon request from either the Business Office or the Financial Aid Office.

Scholarships

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded sources. Since scholarship assistance often meets only a part of a student's financial need, we ask scholarship applicants to apply for other financial assistance programs administered by the University. A student must be enrolled in twelve or more undergraduate level semester hours on main campus to receive a scholarship.

Academic Scholarships

Campbell University has the following institutional scholarships available with the following criteria:

1. Presidential - 1150+SAT, B+ average, and top 10% of class standing (Ranging from $7,500 to $11,500 per year);
2. Presidential Transfer - superior academic performance on the college level, leadership potential, and demonstrated performance of GPA 3.5 - 4.0 (ranging from $6,000-$8,000 per year);
3. Scott-Ellis - 1000+ SAT, B average, and top 25% of class standing (ranging from $3,500 to $7,500 per year);
4. Scott-Ellis Transfer - superior academic performance on the college level and demonstrated performance of GPA 3.0 - 3.4 (ranging from $3,300 to $5,900 per year).

Institutional Scholarships

The following assistance is provided to Campbell University students attending the main campus location who are members of Baptist Churches that participate in the Cooperative Program of the NC Baptist State Convention. A student may be eligible to receive one of the following:

Full-time Baptist pastors receive the Pastor's Tuition Scholarship (tuition is defined as approximately half [1/2] of the total tuition charged at registration.)
or
Spouses or children classified as legal dependents of full-time Baptist pastors receive the Pastor's Dependent Scholarship of $1,000.00 per academic year.
or
Challenger or Acteen Scholarships as notified by the NC Baptist State Convention. Amount of scholarship assistance will vary with the level of service attained in each organization. Range of scholarship will be $200.00 - $550.00.
or
Students majoring in Religion or Music and meeting the criteria established by department heads will receive $500.00 per semester. However, this scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.
or
Students minoring in Religion or Music (average a minimum of one course in this minor area per semester) and meeting criteria as established by the department heads - $250.00 per semester. However, the scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.

Endowed Scholarships

Campbell is most grateful for the financial assistance made available to its students each year through its endowed scholarship program established by its many supporters.

Academic major, financial status of family, academic achievement, character, and geographical area of applicant are often factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals.

Details concerning application procedures for endowed scholarships may be obtained from the Coordinator of Endowed Scholarships.

Federal Grants and Loans

Federal Pell Grant Program

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of $4,050 annually. The Federal Pell Grant processor sends the student a Student Aid Report (SAR), which will state tentatively whether the student is eligible for the Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants

A limited number of Federal Supplemental Educational Opportunity Grants are available to undergraduate students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as half-time or better students; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate an exceptional financial need, with priority awards being made to Federal Pell Grant recipients. Grants under this program vary from $100 to a

maximum of $4,000 per year depending upon funds available and the number of eligible recipients.

Federal Work-Study Program

The Federal Work-Study Program (FWS) enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for FWS is compensated on a monthly basis for the hours that s/he worked during the month. The FWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's FWS award depends on "need" along with the amount of funds available for FWS.

Federal Perkins Loan Program

The Federal Perkins Loan Program is a program of borrowing based upon need, which enables a student to borrow an annual loan limit of up to $4,000 per academic year with an aggregate maximum of $20,000 for undergraduates. The amount received annually depends on individual need and funds available. These loans are noninterest bearing while a student is enrolled at least half-time or better.

Federal Subsidized and Unsubsidized Stafford Loan Programs

Under these Federal Stafford Loan Programs, a student classified as a freshman may borrow a maximum of $2,625; sophomore, $3,500; junior and senior, $5,500, per academic year with a total aggregate loan limit for undergraduate studies of $23, 000. (The borrower may borrow both a Federal Subsidized Stafford Loan and a Federal Unsubsidized Stafford Loan not to exceed annual loan limits with the combination.) Repayment of these loans begins six months after the student graduates, withdraws from school, or drops below half-time enrollment. The Federal Stafford Loan with first disbursements made on or after October 1, 1992 will have a variable rate of interest adjusted annually on July 1, based on last 91-day Treasury Bill auctioned prior to June 1, plus 3.1%, not to exceed 8.25 percent. Graduate and professional students may borrow $8,500 per year with a total aggregate loan limit of $138,500 for combined undergraduate and graduate studies. Note: Origination and insurance fees of up to 4 % may be deducted from loan proceeds by the lender.

A Federal Subsidized Stafford Loan is a need-based loan guaranteed by the federal government, which will pay the interest on this type of loan as long as the student maintains at least half-time enrollment status. The government continues to pay the interest during the six-month grace period.

A Federal Unsubsidized Stafford Loan is a non-need-based loan. Unlike the Subsidized Stafford Loan, interest on the Unsubsidized Stafford, which begins to accrue at the time of disbursement, is the responsibility of the student. Students have the option to (1) make payments on the interest while enrolled; or (2) have their lender capitalize interest while enrolled.

Federal PLUS Loan Program

This is a loan program for parents. Annual loan limits are cost of education minus other aid awarded to the student. Interest rate on the loan is variable (based on 52-week Treasury Bills auctioned prior to June 1, plus 3.1 percent) capped at 9 percent. Note: Origination and

insurance fees of up to 4 % may be deducted from the loan proceeds by the lender. Campbell University requires completion of the FAFSA before a parent will be considered for a PLUS Loan.

Veterans' Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans' Administration must comply with the policies of the Veterans' Administration and the North Carolina State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

The student must be fully matriculated prior to certification to the Veterans' Administration as eligible to receive benefits.

- An undergraduate student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University.
- Summer school, adult evening programs, graduate programs, and undergraduate extended campus sites with different academic calendars will be computed on an individual basis.
- Only courses required to complete the program of education or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
- A student may repeat a course and receive VA education benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements in this ***Bulletin***, the law requires that VA education benefits be terminated.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men and women motivated toward being an Army Officer. Some of these Army scholarships pay 100% of required tuition and provide an allowance each year toward books and supplies. In addition it provides a subsistence allowance each month for ten months of each scholarship year. Four, three and two-year scholarships are awarded on a competitive basis. The four-year scholarship is for incoming freshmen and is applied for July through November of their senior year in high school. Four-year applications may be obtained by writing: Army ROTC, Fort Monroe, VA 23351.

Information concerning three and two-year scholarships may be obtained from the Department of Military Science at Campbell University, tel. 1-800-334-4111, ext. 1509 or 1587.

All Advanced Course ROTC students (Juniors and Seniors) without scholarships receive a monthly allowance during 10 months of each year.

Campbell University provides each ROTC scholarship recipient an additional scholarship designed to cover the costs of on-campus room and board, however, the student's complete financial aid package will not exceed total cost of education.

State Grants and Loans

North Carolina Legislative Tuition Grant (NCLTG)

All full-time degree seeking undergraduate students enrolled in twelve (12) or more hours who are legal North Carolina residents and have not previously received a baccalaureate degree are eligible to receive a maximum grant of $900 (subject to funding levels by the State of North Carolina) each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Aid Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina State Contractual Scholarships (SCSF)

These grants are available for residents of the State of North Carolina who have financial need. Eligibility is determined by the Financial Aid Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant (NCSIG)

The legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have significant financial need. The North Carolina funds match federal funds. To be considered for NCSIG, a student must apply through the FAFSA prior to March 15. Funding for this grant is based upon federal and state appropriations.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

Payment Plans as a Form of Assistance

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell offers several techniques to assist families in paying for a Campbell education. Information about these payment options may be obtained from the Business Office.

Tuition and General Fees

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. The University reserves the right to change fees and charges with adequate notice. Please note that the prices quoted are estimates for the 2005-2006 school year. Current tuition and general fees information can always be found at Campbell University's home page at http://www.campbell.edu.

The cost for the 2005-2006 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	7,775.00	7,775.00	15,550.00
Meals	1,392.50	1,392.50	2,785.00
Room[1]	1,260.00	1,260.00	2,520.00
Accident Insurance	76.00	0.00[2]	76.00
Dorm Dues	18.00	18.00	36.00
Yearbook	64.00	0.00[3]	64.00
Student Government Fee	41.00	41.00	82.00
Activity Fee	12.00	12.00	24.00
	10,638.50	10,498.50	21,137.00

Commuting Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	7,775.00	7,775.00	15,550.00
Student Government Fee	41.00	41.00	82.00
Accident Insurance	76.00	0.00[2]	76.00
Yearbook	64.00	0.00[3]	64.00
Activity Fee	12.00	12.00	24.00
	7,968.00	7,828.00	15,796.00

Commuting students may purchase meals on a cash basis, or by depositing any amount with the Cashier in a "declining balance" account.

[1]Residence halls range in price from $1,260.00 to $2,000.00 per semester.
[2]New second semester students will be charged $56.00.
[3]New second semester students will be charged $64.00.

Accident Insurance Fee
All students are required to purchase an accident insurance policy. This fee is $76.00 and has blanket maximum coverage up to $3,000.

Hospital Insurance
Hospital illness coverage insurance is optional to USA students, at a cost of $358.00 each twelve months. New USA students in Spring will be charged $269.00. Hospital insurance coverage is required for all **international** students at a cost of $270.00 each six months. New **international** students in Spring will be charged $270.00

Health Service
The University does not charge a health service fee. Each student is entitled to clinical services at the University Student Health Services. There are no costs to students who are confined to one of the beds in the infirmary. Prescription drugs, x-rays and medical test are paid for by the patient.

Student Government Fee
The Student Government Association fee is established by the student organization and the Board of Trustees. The student government fee is $41.00 per semester. This fee is used to sponsor concerts, lectures, and entertainment for the students.

Activity Fee
The Activity fee is used to finance concerts, movies, and recreational events, such as Spring Fling and Street Fair. The student activity fee is $12.00 per semester.

Private Room Fee
An additional $340.00 per semester is assessed for private rooms. To the limit of their availability, arrangements for rental of private rooms can be made with the Director of Residence Life.

Music Fees

- **Regular Students**
  One 30-minute lesson per week, 1 hour of credit $219.00
  Two 30-minute lessons per week, 2 hours of credit $394.00
  One 30-minute lesson per week, no credit $219.00

- **Special Students**
  One 30-minute lesson per week, 1 hour of credit $219.00*
  Two 30-minute lessons per week, 2 hours of credit $394.00*
  One 30-minute lesson per week, no credit $304.00
  *Plus regular hourly fees

- **Rental of Musical Instruments** $52.00

Art Fees
Students enrolled for courses in Art other than ART 114, 200, 218, 219, and 221 pay a fee of $71.00 per course to defray the cost of necessary equipment and instructional supplies. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

Advance Enrollment Deposit
All freshmen, transfer, and returning students are required to pay a $100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance for new and transfer students.

This fee is refundable prior to July 1 if the student requests it in writing to the Admissions Office. Returning students' deposits are due each April 1 and are refundable on or before July 1. This fee is deducted from the semester's total expenses.

Processing/Application Fee
A processing/application fee of $35.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Other Fees

- Late Registration Fee $55.00
- Computer Lab Fee (selected courses) $57.00
- Student Teaching Fee $241.00
- Mass Communication Laboratory Fee (selected courses) $64.00
- Family and Consumer Science Laboratory Fee (per course) $46.00
- Instructional Technology Classroom Fee (selected courses) $40.00

- Liberal Arts Courses for part-time students taking fewer than nine (9) semester hours (per credit hour) (Undergraduate) $252.00 per hour
- Course load above 18.5 semester hours (per credit hour) $252.00 per hour
- Private Room $340.00 additional fee
- Replace Room Key $25.00
- Science Laboratory Fee (per course, per semester) $57.00 (Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)
- Parking Fee (year) for Undergraduates and Graduate Students $81.00
- Transcript Fee (single copy) $5.00
- 7-day meal ticket (per semester) $1,392.50
- Golf Management Fee $509.00 per semester

Terms of Payment

Unless other arrangements are made with the Director of Financial Management, tuition and matriculation fees must be paid on or before entrance. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration.

For the 2005-06 year, students may elect to a) pay half (50%) of their balance prior to registration and the balance by mid-term, or b) contract with one of our approved payment plan partners, College Foundation (www.cfnc.org) or Tuition Management Systems (www.afford.org).

The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

Refund/Repayment Policy

In the event of withdrawal, refunds/repayments are calculated according to the Higher Education Amendment and its subsequent modifications. Campbell University will comply fully with federal regulations as required.

Students may acquire a copy of Campbell University's Refund/Repayment Policy upon request from either the Financial Aid Office or the Business Office.

Summer School Expenses - 2005

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees	690.00	1,380.00	1,380.00	2,760.00
Student Activities Fee	2.00	2.00	4.00	4.00
Insurance (includes illness)	49.00	49.00	98.00	98.00
Room and Board	797.00	797.00	1,594.00	1,594.00
	1,538.00	2,228.00	3,076.00	4,456.00

All charges for summer school must be paid for each five-week term in advance or on the date of registration. **Please note** that summer school tuition is based on three-hour courses at $230.00 per semester hour.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis is optional and available to all students on the basis of $91.00 per semester.

A $20.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the Laundry. Students will be charged for lost linens and linens not returned to the Laundry on the basis of the net cost to the University.

Laundry and Dry-Cleaning Service

This service is optional and is offered on a cash basis, or students may establish credit for the semester by paying a $64.00 deposit in advance. If charges for laundry and dry cleaning exceed the $64.00 deposit, accounts will be billed monthly for the excess of the charges.

Refrigerator Rental Service

Through the University Laundry, boarding students may rent, by semester, chest-type refrigerators at a rental fee of $54.00, plus a charge of $48.00 for electricity and a refundable deposit of $13.00 against possible damage.

Renters are liable for the total cost of any damage done to the refrigerators during the rental period.

University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $500.00 per semester to purchase necessary books and supplies.

Students are allowed five business days to return books for a refund after the completion of drop-add day.

Departments and Course Descriptions

College of Arts and Sciences

Dean: Dr. Mark L. Hammond

The undergraduate College is the custodian of the liberal arts core curriculum. This General College Curriculum (GCC) is the integrated, interdisciplinary education, which is the hallmark of the liberal arts. It is of medieval European origin; traditionally at the completion of the two-year post-secondary period, European colleges awarded the baccalaureate, which signified the recipient's entry into educated society; students then went to university for the study of the law, medicine, or theology. The tradition was imported to America, where the concept of "major" or specialized study was added as the traditional curriculum evolved away from its European roots. In colonial America, all elementary, middle, and secondary education was conducted under the auspices of the Christian church. In the nineteenth century, population growth and the process of secularization of society stimulated the initiation and rapid expansion of public education to insure the continuation of a literate culture, the fundamental basis of democratic government. At the beginning of the twentieth century, only twenty percent of college students were in land-grant colleges and public universities; the rest were in private, often church-related colleges and schools. By the end of the twentieth century, the proportions were reversed, with only twenty percent of college students in private and/or church-related schools. The College of Arts and Sciences of Campbell University is one of those remaining church-related schools.

The central thread in the history of the University is the development of the College and its curriculum. Founded in 1887 as an academy, the institution has experienced no interruption in the work of its faculty. Until 1925, it was Buie's Creek Academy; from then until 1963, it was a well-respected junior college. Beginning with the class of 1963, Campbell College became a four-year senior institution; then, with the graduation of the first class from the Norman Adrian Wiggins School of Law, Campbell became a university. Thus, the College of Arts and Sciences evolved as the successor undergraduate College within the larger body of the University. Its graduates span the globe, serving in a wide variety of fields and callings. The purpose of the University is derived from that of the College; succinctly stated, it is to educate and encourage its students of all ages to think, live, and serve others in a forthright, Christian way. The success of this College as an exemplar of excellence in education in a Christian community in a secularized society is a credit to the vision of its founder, Rev. J. A. Campbell, and to the achievements of his successor presidents, Leslie Campbell, Norman A. Wiggins, and Jerry M. Wallace.

Majors , Minors, and Pre-Professional Programs

Each Campbell College student is required to declare a major by the beginning of the junior year, but has the option not to select a minor field of study. Pre-professional programs include pre-law, pre-pharmacy, pre-medical/dental, and pre-seminary, as well as a pre-engineering program approved by North Carolina State University. Class sizes vary from eighty in science lectures to twenty-four in science labs to thirty-five in humanities lectures to twenty-five in freshman English to less than fifteen in senior humanities seminars.

Faculty of the College

Along with its students, the College's greatest asset is its faculty. Some of the senior members have served the school for four decades; they impart not only academic knowledge, but also wisdom to their students and institutional memory to their colleagues. Over eighty percent of the faculty have the highest available degree in their teaching discipline; that percentage is growing as the former junior college faculty retire.

The Norman Adrian Wiggins School of Law

Dean: Willis P. Whichard

In July of 1975, following extended feasibility studies, the General Board of the North Carolina Baptist State Convention approved establishment of the Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The University Trustees named the law school in 1987 in honor of the founding president.

The decision to establish the School of Law was not lightly taken; it was made with the firm conviction that the Campbell University School of Law and its graduates would help meet needs presently unmet, particularly in the southeastern United States.

This School of Law was not designed to be one that duplicates the emphasis and programs of existing law schools. Rather, its intention was to formulate a unique program to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell educates lawyers who are prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counselor.

The Campbell University School of Law is purposely small, with a tradition of admitting approximately 120 students per class. While its academic program is rigorous, its rural village setting and commitment to human values are designed to enhance the likelihood of success as a student and as a lawyer in any setting in which one chooses to practice.

The Lundy-Fetterman School of Business

Dean: Dr. Ben Hawkins

In October 1982, the establishment of the Lundy-Fetterman School of Business was announced. The School was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of Free Enterprise, as well as for Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The Lundy-Fetterman School of Business is a community of scholars and professionals who are committed to developing students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences. The mission of the School of Business, at both the undergraduate and graduate levels, is to engage students in a learning process that provides a comprehensive professional education, instills a passion for life-long learning, creates a commitment to service, and examines ethical behavior in the business environment. Graduates of the Lundy-Fetterman School of Business are prepared for careers in a rapidly changing business environment. They are aware of the significance of technology in business organizations, the value of a global perspective in planning, the need for an understanding

of cultural diversity, and the process of continuous improvement in shaping business operations.

The Lundy-Fetterman School of Business strives to be recognized as a premier business school known for its free enterprise based curriculum, distinctive academic programs, practical work experiences, and values-based entrepreneurial emphasis.

The actions and activities of the faculty and staff are based on a core of values held in the School of Business. Seven specific belief statements form the foundation for these core values.

1. The creation of a caring family-type environment is essential to the personalized style of education provided to students.
2. An entrepreneurial free enterprise focus is important to all aspects of the academic programs.
3. Programs of study on all campuses will provide for academic excellence.
4. Practical work experiences are an important part of a holistic educational process in the School of Business.
5. An understanding of Christian values provides a solid foundation for a life-long commitment to service in business or professional environments.
6. A strong liberal arts academic foundation is a critical component of a true professional education.
7. Faculty and staff should model a passion for learning, an understanding of the global environment, and the values of integrity, mutual respect, and accountability in personal and professional relationships.

Academic and Professional Programs

The Lundy-Fetterman School of Business offers programs that serve undergraduate and graduate students, as well as executives. Internships are required in the Professional Golf Management and Trust and Investment Management programs. The evening graduate programs, Master of Business Administration and Master of Trust and Investment Management, serve working professionals. Undergraduate and graduate programs are designed to provide flexibility which can accommodate working adults in their role as students. The School of Business also designs and delivers executive education programs in partnership with industry primarily in the trust area. The orientation of the faculty is teaching and service, supported and augmented by focused applied research.

The Lundy-Fetterman School of Business is housed in a 76,000 square foot state-of-the-art building. This two-story building features a 5,500-pound solid piece cupola (the tallest point on campus), ten tiered and conventional classrooms, an auditorium, student and faculty lounges, a library, an academic computer center, museum and exhibit hall, board room, faculty and administrative staff offices, conference rooms, interview facilities, student work/breakout rooms, and reception areas.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

Associate: Computer Information Systems, General Business, and General Economics

Baccalaureate: Accounting, Business Administration, Computer Information Systems, Economics, Economics-Pre-Law, International Business, Professional Golf Management, Trust and Investment Management, and Trust and Investment Management-Pre-Law.

Minors: Accounting, Business Administration, Computer Information Systems, Economics, Financial Planning, Management, Marketing

Masters: Business Administration, Trust and Investment Management

Master of Business Administration (M.B.A.)

The graduate program in Business began in the fall of 1978. The major objective of the program is to develop the student's analytical skills, critical thinking, problem solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the M.B.A. degree, the student must successfully complete a 36 hour program in Management, Economics, Finance, Marketing, Accounting, Management Science, and Legal Environment.

Joint Degree Programs

Qualified candidates may enroll in the M.B.A. program in combination with the Pharm D. or the J.D. degree programs offered through the School of Pharmacy and the Law School at Campbell University.

3/2 Programs

Undergraduate students majoring in Accounting, Business Administration, Computer Information Systems, Economics, International Business, Professional Golf Management, Trust and Investment Management, and Trust and Investment Management-Pre Law may apply for admission to the Graduate Program in Business at the end of their junior year. Named the 3/2 Program, qualified candidates must satisfy all criteria for admission to the M.B.A. Program with the exception of a Bachelors degree and agree to pay the prevailing full-time undergraduate tuition and fees for 5 years. By adding the fifth year to their program of study, qualified candidates will be eligible to receive both B.B.A. and M.B.A. degrees simultaneously.

Master of Trust and Investment Management (M.T.I.M.)

The Master of Trust and Investment Management (M.T.I.M was established in 2002 to enable graduate students to develop the technical, analytical, institutional, and communications skills that help them to succeed in the financial services industry. This one-year full-time program is oriented toward placing students into professional positions within bank trust departments, private trust companies, investment management and securities firms, and financial planning firms. The MTIM program is registered with the Certified Financial Planner Board of Standards, Inc. Graduates of the program are eligible to sit for the Certified Financial Planner examinations, a component of the requirements for the Certified Financial Planner™ designation. [Certified Financial Planner ™ is a certification mark owned by the Certified Financial Planner Board of Standards, Inc.]

School of Education

Dean: Dr. Karen Nery

The School of Education includes the undergraduate and graduate Professional Education Programs, the Department of Family and Consumer Sciences, the Department of

Psychology, and the Department of Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Elementary Education, Middle Grades Education, Educational Studies, Family Studies, and Psychology. The Social Work major leads to the Bachelor of Social Work degree.

In addition, the School of Education offers the professional education component for undergraduate teacher licensure in Biology, Birth to Kindergarten, English, French, Family and Consumer Sciences, Mathematics, Music, Physical Education, Social Studies, and Spanish. Minors in Family Studies and Psychology are also available.

Purpose

The mission of the School of Education is to develop professionals in the fields of Education, Family and Consumer Sciences, Psychology, and Social Work for service, primarily but not exclusively, in rural settings. To accomplish this mission, a carefully planned sequence of educational experiences that blends the theoretical, the professional, and the practical and that emphasizes the development of problem-solving skills is provided by each one of the four major program areas. Professional Education extends the scope of this goal by providing graduate programs at the master's level.

Accreditation

All of the School of Education's undergraduate and graduate programs are fully accredited by the Southern Association of Colleges and Schools. All the Professional Education programs are fully accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education; the last accreditation review took place in October of 2002. The Social Work program received its initial accreditation in February 1995, and the accreditation was re-affirmed in February 1999.

Graduate Programs in Education

Graduate programs in professional education have been offered since the summer of 1977. Programs leading to the Master of Education degree are currently offered in the following areas: Counselor Education, Elementary Education, Middle Grades Education, English Education, Interdisciplinary Studies, Mathematics Education, Physical Education, and Social Studies Education. The Master of Arts degree in Community Counseling and the Master of School Administration are also offered. Students with bachelor's degrees may also enter the "A-plus-Masters program, which leads first to an initial licensure to teach, and later to the master's degree.

School of Pharmacy

Dean: Dr. Ronald Maddox

Doctor of Pharmacy (Pharm.D.) Program

Founded in 1986, the Campbell University School of Pharmacy offers the four-year doctoral program following completion of a minimum two-year (64-semester credit hours) pre-professional science curriculum. Its graduates receive the Doctor of Pharmacy (Pharm.D.) degree, which is the highest award given in recognition of academic preparation for pharmacy practice. A pharmacy degree opens many opportunities for new graduates. Graduates are prepared for careers in community pharmacy, hospital pharmacy, industrial pharmacy, consultant pharmacy, as well as teaching and other specialized practice areas.

Through its numerous elinieal training sites, the School stresses the elose inter-professional relationship that must exist between the pharmaeist and other healtheare professionals. Within the surrounding eight-eounty areas of Campbell University there are 225 eommunity pharmaeies and 15 hospitals. The hospitals range in size from a 78-bed eommunity hospital to the 1008-bed Duke University Medieal Center. Students have the opportunity to train at praetiee sites throughout North Carolina and around the world.

Completion of the Pharm.D. degree requires sueeessfully eompleting 138 semester eredits (in addition to the 64 hours of pre-pharmaey eoursework) as speeified in the eurrent School of Pharmaey Bulletin.

Divinity School

Dean: Dr. Michael G. Cogdill

The Campbell University Divinity School offieially opened as the sixth school of Campbell University in January 1996. The Divinity School was not designed to duplieate programs in existing divinity schools and seminaries. While the school provides the best of elassie theologieal edueation, the Divinity School adds dimensions of spiritual formation and professional mentoring needed to equip ministers. The Divinity School maintains its strong liberal arts heritage by offering undergraduate majors built upon the General College Currieulum of the College of Arts and Seienees through its Religion and Philosophy Department. These undergraduate majors, whieh lead to the B.A. degree, are: Religion, Biblieal Studies, Theology, and Christian History. Sueeessful eompletion of any of the undergraduate majors in Religion with distinetion ean lead to advaneed standing in the graduate program of the Divinity School.

In addition to undergraduate majors in Religion, the Divinity School offers the Master of Divinity, the Master of Arts in Christian Edueation, and the Doetor of Ministry degrees. Certifieate programs are offered in Presehool and Children's Ministries, Biblieal Studies, and Hispanie Congregational Leadership. Information deseribing these graduate theologieal degrees and the eertifieate programs is available on the website and in separate bulletins.

Objectives of the Campbell University Divinity School:

A. To offer required eourses in the General College Currieulum designed to aequaint students with the faith of the Bible as revealed in Jesus Christ and with their Judeo-Christian and Western philosophieal heritage.

B. To offer a Baehelor of Arts degree with majors in religion, biblieal studies, theology, and Christian history as pre-divinity sehool and/or pre-voeational preparation for those entering ehureh-related voeations or otherwise interested in majoring in Religion.

C. To offer the Master of Divinity, Master of Arts in Christian Edueation, and Doetor of Ministry degrees for those students desiring to earn graduate theologieal degrees and pursue eareers in professional ministry.

D. To offer undergraduate aeademie minors in religion for those students who have more personal and aeademie interest in the above areas but have ehosen other undergraduate majors.

Master of Divinity (M.Div.)

This degree program is for persons desiring a comprehensive and balanced theological education in the content and practice of local church and church-related ministry. The primary focus is on pastoral ministries, with additional concentrations available in Christian education, counseling/chaplaincy, missions and evangelism, church music and worship, historical and theological studies, and biblical studies. Persons desiring to prepare for other ministries, such as teaching or denominational work, should concentrate in the field most closely related to the area of interest and consult a faculty adviser for specialized elective courses. The Master of Divinity degree can be earned in three years of full-time study. M.Div. graduates with distinction are able to apply for Ph.D. studies in other institutions.

Master of Arts in Christian Education (M.A.C.E.)

This degree program is for persons desiring basic theological and educational preparation for local church and church-related ministry. It provides the same required studies as the Master of Divinity, but limits vocational and specialized studies specifically to preparation for educational staff positions, lay or bivocational ministry, Bible teaching and Christian development ministries, or Christian social ministries. Persons desiring additional specialization and/or broader preparation for vocational ministry may switch to the Master of Divinity program at the beginning of any term. The Master of Arts in Christian Education degree can be earned in two years of full-time study.

Doctor of Ministry (D.Min.)

The Doctor of Ministry program is designed to prepare qualified candidates already trained and involved in ministry to render spiritual, ecclesiastical, and vocational Christian leadership at the highest level of competence in local churches and church-related ministries. The Doctor of Ministry degree can be earned in three years of full-time study.

Extended Campus Education

Associate Dean: Mr. Tom Harris

Campbell University offers undergraduate degree programs at four locations in eastern North Carolina. Over 2000 civilian and military adult students attend classes at these locations on either a full time and part time basis. Evening and weekend classes are offered during five accelerated semesters each year. For information about degrees programs offered, class schedules, or admission requirements, call or visit the campus most convenient to your work or residence.

At Camp Lejeune, Campbell offices are in the Consolidated Education Center, Bldg. 202, Main Base. Their telephone number is 910-451-3097. A second office is located in the Education Center, Bldg 212, at Marine Corps. Air Station, New River; telephone 910-449-6600. Undergraduate degree programs offered include Associates of Arts, Bachelor of Business Administration with majors in either Business, Accounting or Computer Information Systems, Bachelor of Science in Social Science, Bachelor of Science in Psychology, and Bachelor of Applied Science.

At Fort Bragg, near Fayetteville, Campbell offices are located in the Main Education Center at the corner of Knox and Randolph Streets on post. For information about Ft. Bragg, call 910-436-3242 or 3243. A second office is located at Pope Air Force Base in the Civilian Base Personnel office, Bldg. 308. The Pope AFB telephone is 910-497-8238. Undergraduate degree programs offered include Associate in Arts, Bachelor of Business

Administration with majors in Business, Accounting or Computer Information Systems, Bachelor of Science in Social Science, Bachelor of Science in Computer Science, Bachelor of Science in Psychology, Bachelor of Arts in Criminal Justice, Bachelor of Applied Science, and Bachelor of Health Science.

Near the Research Triangle Park in Morrisville, Campbell's RTP Center is located at 808 Aviation Parkway. Undergraduate degree programs offered at the RTP campus include Associate in Arts, Bachelor of Business Administration with major in Business, Accounting and Computer Information Systems, Bachelor of Science in Social Science, and Bachelor of Applied Science. To find out more about the RTP campus call (919) 468-8844.

Campbell University's Distance Education Program became a separate program in June of 2004. Operating from the main campus, the program supports internet based methods of course content delivery for the University. The program offers select internet courses over the academic year in concert with the extended campus academic calendar

Main campus students wishing to take courses at one of the extended campus locations must complete an off campus approval form from the Registrars office before registering for any course(s) at one of the extended campuses.

For more information or assistance contact the Associate Dean for Extended Campus Education in Pearson Hall on Main Campus or call 910-893-1278.

CIP Codes

CIP Codes	Majors	For Tracks, Concentrations, and Specializations
52.0301	**Accounting**	Accounting
24.0101	**Applied Science**	Applied Science (B.A.S.)
50.0702	**Art**	Studio Art
50.0409		Graphic Design
26.0202	**Biochemistry**	Biochemistry
26.0101	**Biology**	Biology
13.1322		Biology w/Teacher Licensure (9-12)
26.0101/51.1102		Pre-Medical (including Pre-PA)
26.0101/51.1101		Pre-Dental
26.0101/51.1104		Pre-Veterinary
26.0101/51.1199		Pre-Physical Therapy
03.0103		*Minor Only:* Environmental Science
52.0201	**Business Administration**	Business Administration
40.0501	**Chemistry**	Chemistry
51.2006	**Clinical Research**	Clinical Research
52.1201	**Computer Info Systems**	Computer Information Systems (Business School)
11.0701	**Computer Science**	Computer Science (Math Dept., College of Arts and Sciences
43.0103	**Criminal Justice**	Criminal Justice Administration
45.0601	**Economics**	Economics
45.0601/22.0001		Economics Pre-Law
13.1202	**Education**	Elementary Education (K-6)
13.1203		Middle Grades (6-9) Social Studies and English Language Arts (Both required)
13.9999		Educational Studies (non-licensure)

23.0101	**English**	English
23.0101/22.0001		English Pre-Law
13.1305		English w/Teacher Licensure (9-12)
31.0505	**Exercise Science**	Kinesiology
51.0913		Athletic Training (AT)
31.0599		Fitness/Wellness Management
31.0504		Sport Management
31.0505		Exercise and Sport Science
13.1314		PE with Teacher Licensure (K-12)
19.0701	**Family & Consumer Sciences**	Family Studies
19.0706		Child Development
13.1308		Family and Consumer Science Teacher Licensure (7-12)
16.0901	**French**	French Language & Literature
13.1325		French w/ Teacher Licensure (K-12)
45.1001	**Government**	Government
45.1001/44.0401		Public Administration
45.1001/45.0901		International Studies
45.1001/22.0001		Government Pre-Law
24.0199	**Health Science**	Health Science (B.H.S.)
54.0101	**History**	History (emphasis American and Western)
54.0101/45.0901		International Studies
54.0101/22.0001		History Pre-Law
13.1328		History with Teacher Licensure (9-12)
52.1101	**International Business**	International Business
09.0903	**Mass Communication**	Advertising
09.0702		Electronic Media

09.0199		Generalist
09.0401		Journalism
09.0902		Public Relations
27.0101	**Mathematics**	Mathematics
13.1311		Mathematics with Teacher Licensure (9-12)
27.0199		Pre-Engineering (Two-year)
50.0901	**Music**	Music
13.1312		Music Education (Vocal-Keyboard) Includes Teacher Licensure (K-12)
13.1312		Music Education (Instrumental) Includes Teacher Licensure (K-12)
50.0999		Church Music
50.0904		Music Theory and Composition
50.0901		Comprehensive Music
50.0907		Piano Pedagogy
51.2003	**Pharmaceutical Sciences**	Pharmaceutical Sciences
51.1103		Pre-Pharmacy (Two-year)
52.0999	**Professional Golf Management**	Professional Golf Management
42.0101	**Psychology**	Psychology
38.0201	**Religion**	Religion
45.0101	**Social Sciences**	Social Sciences without Teacher Licensure History or Government
13.1318		Social Sciences with Teacher Licensure (9-12) History or Government
44.0701	**Social Work**	Social Work
16.0905	**Spanish**	Spanish
13.1330		Spanish with Teacher Licensure (K-12)
50.0501	**Theatre Arts**	Theater

50.0599		Drama and Christian Ministry
52.0899	**Trust and Investment Management**	Trust and Investment Management
52.0899/22.0001		Trust and Investment Management Pre-Law
99.9999	**Undecided**	Undecided

Alphabetical Listing of Programs and Courses

Campbell University's academic departments, courses, majors, and minors are organized into one college and five schools: the College of Arts and Sciences, the Norman A. Wiggins School of Law, the Lundy-Fetterman School of Business, the School of Education, the School of Pharmacy, and the Divinity School. Unless you are familiar with the organization of the University, the programs offered by the departments, and the courses associated with those programs, you may find it difficult to locate a particular course. To reduce that potential difficulty, the academic departments and the courses offered by those departments are listed in alphabetical order, not grouped by college or school.

The following list includes each undergraduate major and area of study offered by the University. Please note that descriptions of some academic programs (such as Criminal Justice) are included under an academic department's main listing (Government).

Accounting
Advertising *(See Mass Communication)*
Applied Science (B.A.S.)
Art
Athletic Training (AT) *(See Exercise Science)*
Biology
Biology with Teacher Licensure (9-12)
Biochemistry *(See Biology & Chemistry)*
Birth-Kindergarten *(See Family and Consumer Sciences)*
Business Administration
Chemistry
Child Development *(See Family & Consumer Sciences)*
Church Music *(See Music)*
Clinical Research
Comprehensive Music *(See Music)*
Computer Science (College of Arts and Sciences)
Computer Information Systems (Business School)
Criminal Justice *(See Government)*
Economics (Business School)
Education, Middle Grades (6-9)
Educational Studies *(See Professional Education)*
Social Studies/English Language Arts (Both required) *(See Professional Education)*
Education, Elementary (K-6) *(See Professional Education)*
Electronic Media *(See Mass Communication)*
Elementary Education with Teacher Licensure *(See Professional Education)*
English
English with Teacher Licensure (9-12)
English Pre-Law
Exercise and Sport Science *(See Exercise Science)*
Environmental Science *(Minor only, See Biology)*
Family Studies *(See Family & Consumer Sciences)*
Family & Consumer Sciences
Fitness/Wellness Management *(See Exercise Science)*
French *(See Foreign Language)*
French with Teacher Licensure (K-12) *(See Foreign Language)*

French Language & Literature *(See Foreign Language)*
Government
Government Pre-Law
Graphic Design *(See Art)*
Greek *(Course descriptions only, See Foreign Language)*
Health Science (B.H.S.)
History
History with Teacher Licensure (9-12)
History Pre-Law
Home Economics Teacher Licensure (7-12) *(See Family & Consumer Sciences)*
Honors Program
International Studies *(See Government)*
International Business *(See Business Administration)*
Kinesiology *(See Exercise Science)*
Journalism *(See Mass Communication)*
Latin *(Course descriptions only, See Foreign Language)*
Mass Communication (Generalist) *(See Mass Communication)*
Mathematics
Mathematics with Teacher Licensure (9-12)
Military Science *(See Special Programs)*
Music
Music Education (Instrumental) Includes Teacher Licensure (K-12)
Music Education (Vocal-Key board) Includes Teacher Licensure (K-12)
Music Theory and Composition
Pharmaceutical Sciences
Physics *(See Chemistry)*
Physical Education (PE) *(See Exercise Science)*
Piano Pedagogy *(See Music)*
Professional Golf Management
Pre-Dental *(See Biology)*
Pre-Engineering (Two-year)
Pre-Medical (including Pre-PA) *(See Biology)*
Pre-Pharmacy (Two-year) *(See Pharmaceutical Sciences)*
Pre-Physical Therapy *(See Biology)*
Pre-Veterinary *(See Biology)*
Psychology
Public Relations *(See Mass Communication)*
Public Administration *(See Government)*
Religion
Religion (concentration in Biblical Studies) *(See Religion)*
Religion (concentration in Theology) *(See Religion)*
Religion (concentration in Christian History) *(See Religion)*
R.O.T.C. *(See Special Programs)*
Social Sciences without Teacher Licensure *(See History or Government)*
Social Sciences with Teacher Licensure (9-12) *(See History or Government)*
Social Work
Sociology *(Course descriptions only, See Psychology)*
Spanish *(See Foreign Language)*
Spanish with Teacher Licensure (K-12) *(See Foreign Language)*
Sport Management *(See Exercise Science)*
Studio Art *(See Art)*

Drama and Christian Ministry
Theatre Arts
Trust Management
Trust Pre-Law
Trust Management & Financial Planning
Associate Degrees/AA Completion
AA Business General
AA CIS
AA Economics
AA History
AA Government

Accounting

Professor: Mr. Pond

Associate Professor: Mr. Witherspoon (Chair), Dr. Deutsch, Ms. Vaughan

Assistant Professor: Mr. Berry, Mr. Butler

Requirements for a Major in Accounting (BBA) (CIP 52.0301)

ACCT 213, 214, 323, 324, 326, 333, 334, 335, 336, 443, 444, three 300 level or above Accounting electives with the exception of ACCT 325; BADM 221, 222, 300, 313, 314, 331, 336; CIS 125; ECON 201, 202; and two 300-level or above School of Business courses.

Requirements for a Minor in Accounting

ACCT 213, 214, 323, 324, 333, 335 (no more than 6 hours of a major may be applied to the minor).

Accounting Course Listing (ACCT 000)

213-214 Accounting Principles (3, 3)
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of journal worksheets, financial statements, negotiable instruments, and departmental costs.

323-324 Intermediate Accounting (3, 3)
A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: ACCT 214.

325 Managerial Accounting (3)
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: ACCT 214.

326 Accounting Theory Seminar (3)
An analysis of the logical foundations of accounting. Special emphasis on recent developments. Includes student presentations that evaluate recent accounting changes. Case studies will be used to examine applications of theory to financial, cost, and ethical accounting situations. Prerequisite: ACCT 323.

333-334 Taxation (3, 3)
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns. ACCT 333 is a prerequisite to ACCT 334.

335 Cost Accounting (3)
The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: ACCT 214.

336 Accounting for Improved Performance (3)
An integration of cost accounting, statistical quality control, and quality management principles for the purpose of measuring and improving an organization's productivity and product and service quality. Investigation includes case study analysis of efforts by industrial and service organizations to improve productivity and quality. Prerequisites: ACCT 325 or 335 and MATH 160.

443 Auditing (3)
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisites: ACCT 323 and 324.

444 Advanced Accounting (3)
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: ACCT 323 and 324.

450 CPA Problems (3)
A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisites: ACCT 444.

490 Accounting Internship (3)
An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

543 Governmental Accounting (3)
An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisites: ACCT 213 and 214.

545 Forensic Accounting (3)
The focus of this course will center on investigative techniques available to professionals to discover fraudulent activities. Topics include the recognition of characteristics within the organization which enable fraudulent activities; how to conduct an efficient and systematic fraud investigation; standards for internal control systems; and becoming a legal witness. Case studies will be emphasized. Prerequisite: ACCT 214

547 International Accounting (3)
This course is a study of international accounting standards and practices and how they compare to accounting standards and practices in the United States. Also, it will cover attempts to harmonize accounting standards across different countries. Prerequisite: ACCT 214.

549 Special Topics in Accounting (3)
This course will cover special topics and events in accounting as specific needs arise. It will enable students to stay informed about changes and topics of interest in the accounting profession. Prerequisite: ACCT 214.

590 Accounting Information Systems (3)
An introduction to the design and use of accounting systems and their relationship to management information systems. Course includes the use of computer technology for processing, retrieving, and analyzing accounting data. Prerequisites: ACCT 324 and senior standing or permission of instructor.

Art

Associate Professors: Mr. Smith, Mr. Tysor

Assistant Professor: Mr. Rodgers

The Art Curriculum
The Department of Art offers a Bachelor of Arts degree with majors in Studio Art and Graphic Design. Minors in Studio Art and Graphic Design are also offered.

Requirements for a Major in Studio Art (CIP 50.0702)
In addition to the General College Curriculum requirements, students pursuing a major in Studio Art must complete 46 semester hours in art, including the core art curriculum: ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship and 461 Senior Exhibit.

In addition to the core art curriculum, the student must complete at least eighteen semester hours in electives from among the following: ART 203 Color, ART 204 Printmaking I, 206 Graphic Design I, 207 Graphic Design II, 208 Graphic Design III, 211 Ceramics I, 301 Drawing II, 302 Painting II, 304 Printmaking II, 311 Ceramics II, 313 Sculpture II, 401 Advanced Drawing, 402 Advanced Painting, 404 Advanced Printmaking, 411 Advanced Ceramics, 413 Advanced Sculpture, 441 Independent Studio, 442 Independent Studio, COMM 233 Introduction to Photography.

Requirements for a Major in Graphic Design (CIP 50.0409)
In addition to the General College Curriculum requirements, students pursuing a major in Graphic Design must complete ART 101 Design I, 102 Design II, 131 Intro to Art, 201 Drawing I, 301 Drawing II, 203 Color, 231 Art History I, 232 Art History II, 206 Graphic Design I, 207 Graphic Design II, 208 Graphic Design III, 209 Typographic Design 465 Internship, COMM 233 Intro to Photography, COMM 357 Desktop Publishing, COMM 213 Introduction to Advertising.

Requirements for a Minor in Studio Art
Students pursuing a minor in Studio Art must complete ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 211 Ceramics I or 213 Sculpture I.

Requirements for a Minor in Graphic Design
Students pursuing a minor in Graphic Design must complete ART 101 Design I, 131 Introduction to Art, 201 Drawing I, 206 Graphic Design I, 209 Typographic Design COMM 233 Introduction to Photography.

Art Course Listing (ART 000)

101 Design I (3)
A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours.

102 Design II (3)

A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours.

131 Introduction to Art (3)
An introduction to the study of visual art, approaching art through learning experiences such as art history, art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week.

201 Drawing I (3)
An introduction to drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours.

202 Painting I (3)
An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours.

203 Color (3)
The color course is based on research and application of the influential color theories and systems that make up Art History. The course is divided into the six following areas of study: 1. The Properties of color, 2. The French Impressionist, 3. The German Expressionist and the Abstract Expressionist, 4. The Cubist palette, 5. Geometric Abstraction, and 6. Photo-realism and Realism. Six studio hours per week; three credit hours.

204 Printmaking I (3)
An introduction to the printmaking process of woodblock. Preparation of blocks and plates and techniques for printing various subject matter. Six studio hours per week; three credit hours.

206 Graphic Design I (3)
An introductory course that examines the foundations of modern graphic design. Six studio hours per week; three credit hours. Prerequisite: ART 101. Must be a Studio Art, Graphic Design, or Mass Communication major. No exceptions are possible.

207 Graphic Design II (3)
A course that continues the investigation of graphic design begun in ART 206. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, and ART 209. Must be a Graphic Design major.

208 Graphic Design III (3)
A course focusing on developing additional graphic design skills and portfolio preparation. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, 207, and ART 209. Must be a Graphic Design major.

209 Typographic Design (3)

Introduction to typography, its history, and the study of letterforms as a communicative tool. Six studio hours per week; 3 credit hours. Prerequisites: Art 101 and Art 206. Must be an art major or mass communication major. No exceptions are possible.

211 Ceramics I (3)
An introduction to basic hand building techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours.

212 Kinetic Design using Macromedia Flash (3)
Students learn the essentials of creating/editing time-based artwork, animation, sound and interactivity for the web. 4-4.5 studio hours per week; three credit hours. No prerequisites.

213 Sculpture I (3)
A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours.

231 Art History I: Ancient to Gothic (3)
A chronological exploration of Western and non-Western painting, sculpture, and architecture from prehistoric time through the fourteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

232 Art History II: Renaissance to Postmodern (3)
A chronological exploration of Western and non-Western painting, sculpture, and architecture from the fourteenth century to the present, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

301 Drawing II (3)
Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: ART 201.

302 Painting II (3)
Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique. Six studio hours per week; three credit hours. Prerequisite: ART 202.

304 Printmaking II (3)
Introduction to the silkscreen or intaglio using paper and fabric, films, resists, and various inking techniques, or plates, etching press, inks, papers, and various etching techniques. Six studio hours per week; three credit hours.

311 Ceramics II (3)
An introduction to throwing on the wheel, with some further work on hand built forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 211.

313 Sculpture II (3)

A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: ART 213.

321 Art for the Elementary School (3)
Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor.

401 Advanced Drawing (3)
A continuation of Drawing II with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: ART 301.

402 Advanced Painting (3)
A continuation of Painting II with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: ART 302.

404 Advanced Printmaking (3)
In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: ART 204 or ART 304.

411 Advanced Ceramics (3)
A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 311.

413 Advanced Sculpture (3)
A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: ART 313.

441 Independent Studio (3)
Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chair, and dean.

442 Independent Studio (1 or 2)
Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chair, and dean.

461 Senior Exhibit (1)
During final semester, student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

465 Internship (3)

A course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate agency. The student will work for the agency for a minimum of 120 hours performing tasks related to his or her major. The student will have an on-site supervisor during the internship. Prerequisite: ART 207.

Biological Sciences

Professor: Dr. Hammond (Dean of the College)

Associate Professors: Dr. Larsen, Dr. Metz (Chair), Dr. Weaver

Assistant Professors: Dr. Bartlett, Dr. Guzman, Dr. Thomas, Mrs. Williams, Dr. You

Adjunct Faculty: Dr. Cook

Biology and the General College Curriculum

Students may use biology or environmental science courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.) Science courses without laboratories do not meet the science requirement of the General College Curriculum.

Requirements for a Major in Biology (CIP 26.0101)

A major in biology (B.S. degree) may be obtained within a general curriculum or one which follows specific guidelines for physicians assisting, physical therapy, teacher licensure, or pre-professional (preparation for graduate or professional schools) studies. The student majoring in biology must complete a minimum of 39 hours in biology, and these must include credit for BIOL 111, 201, 202, 203, 205, 327, 342, 430 or 437, and 451. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 (or 122) and 160; CHEM 111, 113, and 227; and PHYS 221 and 222 or PHYS 251 and 252.

Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and an additional sixteen semester hours in biology courses numbered at the 200-level or above. The sixteen hours must include a minimum of three courses with laboratory.

Requirements for Major in Biology with Teacher Licensure (CIP 13.1322)

Students seeking secondary teacher certification in biology must complete a minimum of 35 hours in biology, including credit for the biology courses listed for a major in biology. They must also complete PSYC 222; EDUC 221, 341, 385, 431, 432, 441, 453, 454, and 458; and SIED 453.

Requirements for a Major in Biology with a Pre-Professional Concentration (CIP 26.0101/51.1102)

A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in the medical professions, or biological research of various kinds. In addition to the requirements for a major in biology, the student following this track in biology must also complete CHEM 228 and MATH 122. Pre-professional students should tailor their biology electives and open electives to meet the requirements of their specific professional area of focus, in consultation with their academic adviser. The Pre-Professional Concentration requires students to earn a grade of "C" or higher in all science courses (biology, chemistry, and physics.)

Requirements for a Major in Biology with a Pre-Physical Therapy Concentration (CIP 26.0101/51.1199)
A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in physical therapy. In addition to the requirements for a major in biology, the student following this track in biology must also complete BIOL 221, 301, 310, 320, 334; CHEM 228; PSYC 222, 369, 461; and EXER 425, 426. One computer course is also recommended. Students should maintain documentation of work experience in physical therapy settings. Students following this concentration should check with physical therapy graduate programs to verify specific requirements of the programs.

Requirements for a Major in Biology with a Pre-Physicians Assistant Concentration (CIP 26.0101)
A major in Biology may be obtained which follows specific guidelines for entering studies in physician assistant programs. In addition to the requirements for a Major in Biology, the student following this track in biology must also complete BIOL 221, 310, 320, 334, 430; and CHEM 228. PA programs vary in their requirements for work experience in the medical field. Most applicants range from 2-5 years of experience, including volunteer work, nursing experience, laboratory work and military experience.

Requirements for a Major in Biochemistry (CIP 26.0202)
A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 301, 334, 342, 430 and 508 plus one 200 level or higher elective for a total of 32 semester hours.*

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.*

* *Note:* Students are required to take either BIOL or CHEM 451.

Two semesters of calculus (MATH 122, 223) and one year of physics (PHYS 251, 252) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as electives.

Biological Sciences Course Listing (BIOL 000)

111 Basic Biology (4)
An introduction to biological chemistry, cell biology, energy relationships, reproduction, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers. Prerequisite to all biology courses except BIOL 215 or BIOL 226.

201 Cellular & Molecular Biology (4)
A study of the cell, with a focus on eukaryotic cells. Emphasis will be placed on the fundamental principles such as the unity and diversity of cell biology, the relationship between structure and function, cell regulation, the flow of genetic information, and cell specialization. Methods in cell biology will be interwoven throughout the course. Three lecture and three laboratory hours per week. Spring semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

202 Botany (4)
A first level study of plant biology, concentrating upon the form and function of flowering plants, with emphasis placed on the roles of plants in the environment, the relationships between plants and other organisms, and the history of use and manipulation of plants for human benefit. Three lecture and three laboratory hours each week. Spring semester. Prerequisite: BIOL 111 required; CHEM 111 recommended.

203 Zoology (4)
The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111.

205 Introduction to Biological Research (3)
Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Three lecture and two laboratory hours each week. Cannot be taken to fulfill the general college curriculum science requirement. Fall semester. Prerequisite: BIOL 111.

215 Plants for Pleasure and Profit (4)
A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Laboratory requires hands-on activities in the greenhouse and field. Occasional Fall semesters and Summers.

220 Human Anatomy and Physiology I (4)
The first semester of a two semester sequence of Human Anatomy and Physiology. This course presents the chemical and cellular basis of human anatomy and physiology. This course covers organ systems to include integumentary, skeletal, muscular, and nervous systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. Prerequisite: BIOL 111. Students receiving credit for BIOL 220 may not receive credit for BIOL 221.

221 Human Anatomy and Physiology (4)
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. This one semester course meets three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers. Prerequisite: BIOL 111. Students receiving credit for BIOL 221 may not receive credit for BIOL 220 or BIOL 223.

223 Human Anatomy and Physiology II (4)
The second semester of a two semester sequence of Human Anatomy and Physiology. This course covers organ systems to include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. Prerequisite: BIOL 111and BIOL 220. Students receiving credit for BIOL 223 may not receive credit for BIOL 221.

224 Vertebrate Natural History (4) (ENVS 224)

Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Occasional Fall semesters. Prerequisite: BIOL 111.

226 Ornithology (4) (ENVS 226)
Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers.

241 Field Botany (4) (ENVS 241)
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Occasional Fall semesters and Summers. Prerequisite: BIOL 111.

301 Cytology/Histology (4)
Emphasis will be given to special topics in cell biology, such as the cytoskeleton and motility, cell growth and division, and cancer. These topics may vary from year to year, depending on the current literature. Laboratory exercises consist mainly of tissue culture and histology. This course is primarily designed for biology and biochemistry majors, and pre-professional, pre-pharmacy, pre-medical and pre-veterinary students. Three lecture and three laboratory hours per week. Spring semester. Prerequisites: BIOL 111, BIOL 201 and CHEM 227.

310 Advanced Human Physiology (3)
A detailed system by system study of advanced physiological concepts, including diseases and the body's compensatory mechanisms to restore health. Three lecture hours each week. Fall semester of even-numbered years. Prerequisites: BIOL 111, 221; CHEM 111 is recommended but not required.

315 Bioinformatics (3)
An introduction to the use of bioinformatics tools to answer biological questions. Students will use a variety of computer analysis tools to retrieve information from nucleic acid or protein sequence databases; perform sequence comparisons; view and manipulate protein structure, and gain experience applying such tools to questions that might be asked in medicine, forensics or other areas of biology. Three lecture hours each week. Fall semester, even numbered years. Prerequisites: BIOL 111, BIOL 201.

319 Biomedical Ethics (2)
Interdisciplinary approach to special topics associated with biomedical ethics, with special emphasis on social and legal issues. This two-hour course will include analysis and discussion of case studies. Each student is expected to participate in class discussion. Fall semesters of even-numbered years. Prerequisites: Biology 111 plus a minimum of four credit hours in biology numbered 200 or above. Biology 221 is highly recommended. Junior or senior standing or permission of instructor.

320 Developmental Anatomy (4)
An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester of odd-numbered years. Prerequisites: BIOL 111; BIOL 203 and 221 are recommended but not required.

321 Environmental Toxicology (3) (ENVS 321)
An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Occasional Spring semesters. Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

322 Limnology (3) (ENVS 322)
An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Spring semester (Alternate years with BIOL 321). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (ENVS 327)
A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 202, 203, and 205.

333 General Parasitology (4)
A survey of the study of parasitism and tropical medicine with particular emphasis but not limited to parasites of human and veterinary significance. The course will involve aspects of biology, ecology, morphology, taxonomy, epidemiology and pathogenesis of the major classes of parasites. Three lecture and three laboratory hours each week. Occasional Spring Semesters. Prerequisites: BIOL 111, BIOL 201, BIOL 203, and CHEM 227 (can be taken concurrently.)

334 Microbiology and Immunology (4)
An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health, and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111, 201, CHEM 113 required; CHEM 227, 228 recommended.

335 Immunology (3)
An introduction to the principles of immunology. Topics discussed will include the cell types of the immune system, antibody production and humoral immunity, cell-mediated immunity, cytokines, vaccines, autoimmunity, and immunodeficiency diseases. Three lecture hours each week. Spring semester of even-numbered years. Prerequisites: BIOL 111, 201 and 342 (or concurrent); BIOL 334 is recommended but not required.

336 Medical Microbiology (3)
This course integrates microbiology, immunology, and molecular biology to explain mechanisms by which microbes cause disease. The methods by which bacteria attach to and then invade the human body to establish infection and subsequent interaction with the immune system will be investigated. Special emphasis will be placed on HIV infections and emerging infectious diseases as well as vaccine development. Spring semester of odd-numbered years. Prerequisite: BIOL 334.

342 Genetics (4)
Lectures will include the principles of Mendelian heredity, linkage, mutation, population genetics, and molecular genetics, with emphasis on the mechanisms regulating the processes of replication, transcription, and translation. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 201, CHEM 113; CHEM 227 recommended.

351 Creation, Evolution, or Both? (3)
An investigation into the origins of life, using an integrated scientific and Christian perspective. Coverage includes the scientific method, the philosophy of science, the relationship of science and religion, the history of evolutionary theory, the science behind evolutionary theory, the history of creationism, young-earth creationism, intelligent design, and major creationist objections to evolutionary theory, focusing on the geological record and earth history. Three lecture hours per week. Occasional Fall semesters. Prerequisites: BIOL 111, ENGL 101, 102, and two 200-level literature courses; RELG 125.

430 Biochemistry (4)
An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acids and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 201 and CHEM 227.

437 Animal Physiology (4)
The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 203 and CHEM 113.

447-448 Biology Thesis (2, 2)
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448. Open to science majors and minors only.

451 Seminar (1)
Individual reports and group discussions of the results of published biological research, student field or laboratory research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: BIOL 205, junior or senior standing. Open to science majors and minors only.

460 Special Topics (1-4)
Investigation of an important aspect of modern biology under the supervision of an instructor. Consists of a combination of lectures, discussions, and laboratory experiences.

465 Biology Internship (1-6)
Students may obtain academic credit for participating in a practical learning experience outside Campbell University. This experience must address a biology-related problem, must involve college-level work, and must have a component of active, hands-on activity. It is the student's responsibility to identify and arrange for the internship activity. They must then make an application to the Biology Department and receive approval of their internship before performing the activity. Prerequisites: Student must have performed a total of 64 credit hours, with a minimum G.P.A. of 2.5 in their major (Biology or Biochemistry), and 2.5 overall.

Courses numbered at the 500 level are open to both graduate education students and advanced undergraduates.

508 Molecular Techniques (4)
A laboratory-based course that introduces students to modern molecular techniques. In addition to learning basic research laboratory skills, students will learn to isolate and purify DNA, analyze, manipulate DNA by restriction enzyme digestion, gel electrophoresis and ligation, label DNA by various methods, perform non-radioactive detection of Southern blot analyses, and perform polymerase chain reactions. Bacterial transformation and other microbial techniques will be used through out. Molecular Forensic techniques are also explored and tested. Lectures and laboratories are held in joint sessions. Summer session. Prerequisites: BIOL 342 and CHEM 227 (or concurrent enrollment).

Environmental Science

Requirements for a Minor in Environmental Science (CIP 26.0101)
Students wishing to minor in environmental science may do so by completing ENVS 111, ENVS 112, and an additional twelve semester hours in cognate courses chosen in consultation with the environmental science adviser.

Environmental Science Course Listing (ENVS 000)

The Department of Biological Sciences offers the following ENVS courses.

111 Introduction to Environmental Science I (4)
Provide an overview of current environmental problems and issues with an emphasis on biology, chemistry, and earth science. Three hours of lecture and three hours of laboratory each week. Fall semester. No prerequisites.

112 Introduction to Environmental Science II (4)
Provide an overview of current environmental problems and issues with an emphasis on social aspects. Three hours of lecture and three hours of laboratory each week. Spring semester. ENVS 111 is recommended but not required.

224 Vertebrate Natural History (4) (BIOL 224)
Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Occasional Fall semesters.

226 Ornithology (4) (BIOL 226)
Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers.

241 Field Botany (4) (BIOL 241)
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Occasional Fall semesters and summers.

321 Environmental Toxicology (3) (BIOL 321)
An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be

approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Occasional Spring semesters. Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

322 Limnology (3) (BIOL 322)
An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Occasional Spring semesters. Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (BIOL 327)
A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 202, 203, and 205.

Forensic Science Course Listing (FNSC 000)

Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Prerequisite: none.

Science Education Course Listing (SIED 000)

The following SIED course is offered through the Department of Biological Sciences and in cooperation with the School of Education.

453 Materials and Methods in Secondary Science (3)
Study of the specific methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and designed to be taken prior to the student teaching semester. Taught in conjunction with the course in general methods, both of which are required for certification. Three hours of lecture each week. Fall or Spring semester, offered as required by students in the Teacher Licensure Program.

Business Administration

Professor: Dr. Hawkins (Dean of Business School), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professor: Dr. Broadhurst (Associate Dean, Chair)

Assistant Professor: Dr. Csellak, Dr. Harriss, Mr. Jones, Dr. Yonai

Instructors: Mr. Ballard, Mr. Cox

Requirements for a Major in Business Administration (BBA) (CIP 52.0201)
ACCT 213, 214, any 300-level three semester hour accounting course; BADM 221, 222, 300, 313, 314, 331, 332, 336, 345, 468, six semester hours of business administration electives; CIS 125; ECON 201, 202, 453, six semester hours of economics electives. (The BADM and ECON electives must be selected from 300 or above courses).

Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – English)
ACCT 213, 214; BADM 221, 222, 300, 313, 314, 331, 332, 345, 468, 490, 558, 572; CIS 125; ECON 201, 202, 448, 449, 453; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature course; GOVT 229, 343, 345.

Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – Not English).
ACCT 213, 214, BADM 221, 222, 300, 313, 314, 331, 332, 336, 345, 468, 490, 558, 571; CIS 125; ECON 201, 202, 448, 449; 15 semester hours of School of Business or Area Study electives; GOVT 229, 343.

Requirements for a Major in General Business (AA) (CIP 52.0201)
ACCT 213, 214; BADM 221, 222, 6 hours of BADM electives; CIS 125; ECON 201, 202; ENGL 101, 102, and one of 201, 202, 203, or 204 courses; PE 111 or 112, 185; ART, MUSC, or THEA 131; HIST 111, 112; MATH 111, 160; RELG 125, one laboratory science course from Biology, Chemistry, Environmental Science, or Physics, and three semester hours of unrestricted electives.

Requirements for a Minor in Business Administration
ACCT 213; BADM 221 or 222, 313, 314, 331, ECON 200 or 201 or 202 (no more than 6 hours of a major may be applied to the minor).

Requirements for a Minor in Management
BADM 331, 332, 336, 468, 6 hours of BADM 300 or above level course electives (no more than 6 hours of a major may be applied to the minor).

Requirements for a Minor in Marketing
BADM 313, 441, 442, 445, 6 hours of BADM 300 or above level course electives (no more than 6 hours in a major may be applied to the minor).

Business Administration Course Listing (BADM 000)

221-222 Business Law (3, 3)

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

300 The Philosophy of Business (3)
This course examines the philosophical and economic foundations of capitalism and entrepreneurship, with special emphasis on the role of business activity within this context. It also examines the effects of public policies that alter the economic outcomes that would otherwise occur as a result of this business activity. This requires the student to invoke basic economic theory, particularly supply and demand and opportunity cost analysis. This course also discusses the concepts of competition and monopoly, with a critical eye toward the standard theories of perfect competition and perfect monopoly. An alternative theory of entrepreneurial competition is analyzed and applied to antitrust policy. Prerequisites: ECON 201, 202 and Junior Standing.

313 Principles of Marketing (3)
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Junior Standing.

314 Corporate Finance (3)
A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: ACCT 214.

320 Financial Planning (3)
An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: ACCT 214 and ECON 201.

331 Principles of Management (3)
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Junior Standing.

332 Human Resources Management (3)
A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: BADM 331, or permission of instructor.

336 Business Communication (3)
A study of theory and practice in communication for business purposes. Focus is primarily in three areas: the theory, process, and problems of communication; development of

effective internal communication and practice; development of effective external communication and practice. Prerequisite: Junior standing.

345 Quantitative Methods for Business and Economics (3)
This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: MATH 111 and 160.

433 Principles of Insurance (3)
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, and social insurance. Prerequisites: Junior standing and completion of BADM 222 or approval of instructor.

435 Principles of Real Estate (3)
Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: BADM 222 and ECON 202.

441 Retail Management (3)
A study of the activities associated with management, merchandising, and promotional activities in the competitive business environment associated with retail outlets. Topics include the market structure of retailing, consumer behavior and merchandising strategy, the financial tools to achieve profitability, and trends and current research in retailing. Prerequisites: BADM 313and 331.

442 Advertising (3)
An examination of advertising and promotional strategies for goods and services in for-profit and not-for-profit business environments. Topics include an analysis of the benefits of various media, the functions of advertising agencies, promotional strategies, and trends in current advertising research and applications in both domestic and international markets. Prerequisite: BADM 313.

445 Marketing Research (3)
An introduction to the fundamentals of research methodology and the usage of research in marketing decision-making. Topics include research design, sampling procedures, data collection methods, and alternate statistical methods for data analysis. Students will design and execute one or more individual and/or group research projects. Prerequisites: BADM 313, BADM 345, and MATH 160.

468 Business Policy (3)
An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisite: Senior standing.

490 Business Internship (1-3)
Business-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least); declared major in Business Administration, overall grade point average of 2.0 or greater, and completion of an independent study contract.

530 Investment Analysis (3)
A study of security analysis, with an emphasis on fundamental analysis of equities and bonds. Specific topics include market efficiency and anomalies, security valuation, asset pricing models, equity and bond fundamentals, and the use of futures and options markets. Team project involving the analysis of an actual common stock is required. Prerequisite: Senior standing.

531 Advanced Investment Analysis (3)
A study of portfolio management, with an emphasis on customizing asset allocation strategies and tactics for individual and institutional investors. Modern Portfolio Theory is introduced and applied. Topics include bond management strategies, portfolio performance evaluation, international diversification, and the assessment of alternative investments. Team project involving the development of an investment plan and the management of an associated investment portfolio is required. Prerequisite: BADM 530 or approval of instructor.

554 Entrepreneurship Seminar (3)
A course designed to provide the student with practical knowledge in applying the principles of economics, marketing, and finance to the problems and challenges involved in starting and operating a new business. Topics include identifying and analyzing opportunities, obtaining financing, preparing a business plan, marketing a new product or service, and managing the new venture. Prerequisites: Senior standing.

556 Leadership Seminar (3)
Students will examine their leadership styles and their experiences as they take part in intense group problem-solving exercises. Students should develop self- awareness and insight into the interpersonal skills needed to be an effective leader. Guest speakers will also be utilized to discuss the type of leadership required for various types of business. Discussion, case studies, and student reports will be included. Prerequisite: Senior standing.

558 International Management (3)
Teaches operating across borders to deal with the following forces and issues in a global operating environment: product and service development, new competition, distribution challenges, macroeconomic and socioeconomic uncertainty, financial variables, legal differences, labor issues, a different political environment, and sociocultural-based management issues. Prerequisites: Senior standing.

560 The World of Business (3)
A course designed to relate business theory with real world applications. Business executives lead seminars, case studies, and group discussions. Prerequisite: Senior Standing.

565 Production and Operations Management (POM) (3)
An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BADM 331 and BADM 345.

570 Professional Selling and Sales Management (3)
Today's sales force requires a continually evolving application of marketing principles. This course examines various personal selling and sales management issues, policies, and

procedures. Topics include recruitment, training, motivation, compensation, and evaluation of the sales force and the relationship of sales to other marketing functions as well as other departments within the organization. Simulated sales skill applications along with practical individual and group case studies will be utilized throughout the course. Prerequisite: Senior standing.

572 Global Marketing (3)
The application of basic marketing concepts and principles of marketing around the world. Topics include the study of international trade and financial markets, multi-cultural social and economic conditions, political and legal aspects, and ethical issues associated with multinational marketing. Lectures will be supplemented with case analyses, and, when available, appropriate guest speakers will be invited to convey key aspects related to the global economy. Prerequisite: Senior standing.

574 Consumer Behavior (3)
A study of the buying decision process through an analysis of interdisciplinary behavioral science findings in the marketing context in order to more fully understand and predict reactions of consumers to marketing strategies. Prerequisite: BADM 313.

590 Study Abroad (3)
An experiential learning course which provides students with an exposure to an understanding of the distinctive characteristics of global versus domestic operations in foreign settings under the supervision of an appropriate faculty member. Various functional areas of business are explored through various site visits and presentations in the selected foreign country or countries. Appropriate background readings and assignments are required, along with the preparation of a paper relating to the experience as determined by the instructor.

Chemistry/Physics Department

Professor: Dr. Jung

Associate Professor: Dr. Bryan (Chair), Dr. Wells

Assistant Professor: Dr. Coker

Instructor: Mr. Ezell, Mr. Fedorchak

Chemistry, Physics, and the General College Curriculum
Students may use chemistry or physics courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.)

Requirements for a Major in Chemistry (CIP 40.0501)
A candidate for a Bachelor's degree with a major in chemistry must, in addition to the General College Curriculum, complete with a "C" average or better at least 34 hours of chemistry courses, including: CHEM 111, 113, 215, 227, 228, 331, 334, 451, and 452 (plus a minimum of 4 hours CHEM electives 300 level or higher). Statistics (MATH 160), one year of calculus (MATH 122, 223), and one year of calculus-based physics (PHYS 251, 252) are required of all chemistry majors. Candidates who are considering graduate studies are recommended to take an additional year of math (MATH 224, 337) and CHEM 430 as an elective. Chemistry majors are also encouraged to select a minor complementary to the field in which they wish to work (e.g. biology, math/computer science, business or mass communication.)

Courses numbered above 300 may be offered only in alternate years. CHEM 430 (Biochemistry) is cross-listed with BIOL 430 and is taught in the biology department.

Requirements for a minor in Chemistry
Students wishing a minor in Chemistry must complete with a "C" average or better at least 22 hours of chemistry courses including: CHEM 111, 113, 215, 227, and 228. The remaining hours may be obtained using any CHEM course numbered 300 or above (including seminars and research).

Requirements for a major in Biochemistry (CIP 26.0202)
A candidate for a Bachelor's degree with a major in biochemistry must, in addition to the General College Curriculum, complete with a "C" average or better in biology and chemistry courses. Statistics (MATH 160), two semesters of calculus (MATH 122, 223), and one year of calculus-based physics (PHYS 251, 252) are also required of biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as an elective.

Biology requirements include BIOL 111, 201, 301, 334, 342, 430, and 508 plus one 200 level elective for a total of 32 semester hours.*

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.*

* Note: Students are required to take either BIOL or CHEM 451 or 452 Seminar for an additional one- semester hour.

Chemistry Course Listing (CHEM 000)

100 Preparatory Chemistry (3)
A course designed for students who are weak in science and math, but must eventually take CHEM 111. Highly recommend for students with little or no chemistry background. Note: Since this course has no laboratory, it does not fulfill the core curriculum science requirement. (Spring, Summer).

101 Elementary Chemistry I (4)
This course is designed to acquaint non-science majors with the fundamental subject matter of chemistry with intellectual integrity while minimizing esoteric theories and rigorous mathematics. Selected chemical concepts and principles will be developed. CHEM 101 will satisfy general degree requirements for the non-science majors; but cannot be used as elective hours by science majors who are required to take CHEM 111 and/or CHEM 113.

111 General Chemistry I (4)
This course is an introduction to fundamental chemical concepts including states of matter, physical and chemical properties, stoichiometry, atomic structure, bonding, chemical reactions, and chemical composition. An emphasis will be placed on atomic structure and its effects on the chemical and physical properties. (Fall and Summer).

Prerequisites*: Students must meet one of the requirements below to register for CHEM 111: 1) a math SAT score of greater than 450; 2) a score of greater than 50% on the TOLEDO Exam (administered by Chemistry Department.); or 3) a grade of "C" or better in MATH 111, MATH 112, and CHEM 100.

*Note: Advisors will be encouraged to enroll entering students according to their math SAT score. Student will be given the opportunity to take the TOLEDO Exam, the night before the first day of classes each Fall Semester. Students not meeting the TOLEDO Exam requirement should be registered in MATH 111 in the Fall and should then take MATH 112 and CHEM 100 during the following Spring.

113 General Chemistry II (4)
A continuation of CHEM 111. Emphasis will be placed on chemical and physical properties of solutions, chemical equilibria, acid/base equilibria, chemical kinetics, descriptive chemistry. Less emphasis will be placed on general thermodynamics and electrochemistry. (Spring and Summer) Prerequisite: A grade of C or better in CHEM 111.

215 Quantitative Analysis (4)
A course in the fundamental principles and techniques of chemical analysis. Topics include volumetric, spectrochemical, and chromatographic methods, as well as statistical interpretation of data. Prerequisite: A grade of C or better on CHEM 113. (Fall).

227, 228 Organic Chemistry I, II (4,4)
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins.

Prerequisite for 227: A grade of C or better in CHEM 113. Prerequisite for 228: A grade of C or better in CHEM 227.

(*Please Note:* There is some evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

307 Bio-organic Chemistry (2)
A continuation of CHEM 228 focusing on the chemistry of important biological molecules including carbohydrates, lipids, proteins, and nucleic acids. There is no lab associated with this course. Prerequisite: CHEM 228.

331 Inorganic Chemistry (4)
A course that is a blend of theoretical and descriptive inorganic chemistry. Topics to be considered include: bonding, acid-base properties of inorganic compounds, and transition metal chemistry. Laboratory preparations will be included. Prerequisite: CHEM 228. (Spring - alternate years).

334 Physical Chemistry (4)
An introduction to classical thermodynamics, kinetics, and equilibrium. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. Some aspects of electrochemical phenomena and biochemical processes may also be included. Prerequisites: CHEM 228 and MATH 122.

429 Organic Preparations (2)
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: CHEM 228.

430 Biochemistry (4) (BIOL 430)
An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acid and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. (Fall). Prerequisites: BIOL 111, BIOL 201, and CHEM 227.

431 Inorganic Preparations (2)
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: CHEM 331.

441, 442 Special Topics in Chemistry (2-4)
An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. Topics vary by semester. (Fall, Spring) Prerequisites: CHEM 215, CHEM 228.

445, 446 Chemical Research (2-4)
An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452 Literature Seminar (1,1)
Senior chemistry majors are required to participate for two semesters; others are encouraged to attend. (Fall and Spring).

Physics Course Listing (PHYS 000)

221, 222 General Physics I and II (4,4)
An algebra/trigonometry-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Laboratory work is coordinated with lectures. Intended for those interested in the quantitative investigation of the natural world. Prerequisite: MATH 112.

231 Introduction to Astronomy (4)
This covers the structure of the Universe we live in as well as the history of this oldest of sciences. Included is a study of the Earth/Moon system, the Solar System, the Milky Way, and Deep Space Objects. Because of the nighttime lab, this course is only offered in the Spring semester. Prerequisite: MATH 112 or permission of the instructor.

251, 252 Fundamentals of Physics I and II (4,4)
A calculus-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Differential and integral calculus is used in conceptual development and problem-solving. Laboratory work is coordinated with lectures. Intended for biochemistry, chemistry, math, and pre-engineering majors . Prerequisite: MATH 122.

341, 342 Special Topics in Physics (2-4)
An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. May include a lab component. Topics vary by semester. (Fall, Spring) Prerequisites: PHYS 221/222 or PHYS 251/252.

Forensic Science Course Listing (FNSC 000)

Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum.

Clinical Research

Professors: Dr. Gertz (Chair of Clinical Research)

Associate Professors: Dr. Jamerson, Dr. Sogol, and Dr. Taylor

Assistant Professors: Mr. Schmid

Adjunct Faculty: Dr. Bowes, Dr. Call, Ms. Chew Mr. Costa, Mr. Cowell, Dr. Gray, Dr. Kinney, Mr. Knight, Ms. Knight, Ms. McManus, Dr. Russell, Dr. Segreti, Dr. Sigel

Major in Clinical Research (CIP 51.2006)

Clinical research is a branch of medical science that determines the safety and effectiveness of medications, devices, diagnostic products, and treatment regimens intended for human use. It is also concerned with investigating the influence of population and biological diversity as well as disease states on responses to treatment. The results of clinical research studies (especially clinical trials) are essential for gaining approval for marketing new medications and devices or new indications of existing products from regulatory agencies throughout the world.

The objective of the major is to prepare students for distinguished careers in clinical research. Graduates of this program are expected to play a wide variety of roles in the clinical research and the drug development process. Clinical research has emerged as a multidisciplinary enterprise that requires a highly trained team of scientists and clinical research support staff serving a variety of functions. This novel program, developed through the efforts of the School of Pharmacy faculty, adjunct faculty, and corporate partners provides BS students with the didactic and experiential training necessary for the development of diverse careers as clinical researchers in contract research organizations (CROs), pharmaceutical companies, government agencies, or academia. The growing demand for high-quality clinical monitors and study coordinators suggests that students from this program will receive excellent employment opportunities immediately following graduation.

Students declaring a clinical research major must have a 2.5 or higher GPA prior to their junior year. Candidates for the BS degree with a major in clinical research must complete a minimum of 45.5 hours in clinical research and pharmaceutical sciences courses which include PHSC 323/325, 324, 328, 334, 336 and 451, CLNR 362, 416, 430, 442, 450, 453, 459, 479, and 460. In addition, students must also complete the General College Curriculum, including Math 111 or 122 two Religion courses, and the following ancillary courses: BIOL 111, 201, 221 and 334, CHEM 111, 113, 227 and 228.

Clinical Research Course Listing (CLNR 000)

324 Experimental Design & Biostatistics (4)
This course is intended to provide students with the basic knowledge of descriptive statistics, probability theory, hypothesis testing, and other selected statistical methods including parametric and non-parametric tests for differences in central tendency, paired comparisons, simple linear regression and one-way analysis of variance. Also discussed is the importance of appropriate statistical design in the development of experimental protocols. Course is co-listed as PHSC and PHAR 528.

362 Introduction to New Product Development (1.5)
This course provides an overview of the broad field of new drug development. While primarily designed to give students the basic knowledge required for subsequent courses in clinical research, it will also support the students' consideration of subsequent career choices. The course will cover the process of drug development from early research, discovery, and product formulation, through the requirements for proving safety and efficacy. Marketing and promotional considerations necessary for the successful introduction of a product into the marketplace will be discussed, as will the external influences that may alter the drug development process in the global market place of the twenty-first century.

416 Senior Seminar (1)
Senior Seminar provides a forum through which students chronicle their internship experience. Students present an overview of the clinical site at which they worked and provide a synopsis of their role in the organization. The student will present his/her findings from the internship to the faculty and students. Co-requisite: CLNR 420.

430 Introduction to Regulatory Affairs (3)
This introductory course will provide the student with an overview of the regulatory requirements and the underlying principles for gaining approval of worldwide marketing applications. Student s may be assigned to groups in order to develop an understanding of the teamwork necessary to effectively function in the regulatory process. Information on late phase clinical investigations, subsequent to IND filing, marketing considerations, and periodic safety reporting will be presented. Student groups will be expected to make presentations, which will include the incorporation of a variety of realistic issues and unexpected developments that arise during the review of their applications. Prerequisites: CLNR 362.

442 Interpersonal Skills (2)
In this course, students will learn about the various factors involved in developing good interpersonal skills including: self-awareness, understanding individual differences, goal setting, listening and feedback, teamwork, leadership development and motivating others, delegation, negotiation, conflict resolution, interviewing, and presentation skills. This course will provide a forum for group discussions and writing exercises.

450 Introduction to Data Management (2)
This introductory course covers topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include organization, collection, review, and tracking of data. Coding of adverse drug experiences, drugs and disease states, and standardized terminology are also considered.

453 Introduction to Principles of Clinical Research (1.5)
This introductory course will provide a broad understanding of Clinical Research-definition, methodology, conduct and applications. The course will explore basic elements of clinical research including the hierarchy of clinical trials, clinical trial design, clinical trial conduct, and safety surveillance. Application of clinical trial knowledge to specific medical practice issues will also be explored.

459 Managing & Monitoring Clinical Trials (3)
This introductory course is designed to provide a theoretical and practical overview of the principles of managing and monitoring clinical trials. The multiple practice environments

in which clinical research is conducted will be described and the various roles of involved personnel will be discussed. Managing & Monitoring clinical Trials will introduce students to the elements of clinical trial protocols and data collections strategies (e.g. case report forms), and will provide an overview of regulations relevant to clinical trials including responsibilities of sponsors, investigators, institutional review boards, and contract research organizations. In addition, the course will cover selection of investigators, conduct of investigator meetings, site monitoring visits (for study initiation, periodic monitoring, and study termination), patient enrollment issues, safety monitoring, case report form review, and data management. Students will become familiar with Good Clinical Practices (GCPs), Standard Operating Procedures, (SOPs), the quality assurance process (QA), and FDA audits. Prerequisites: CLNR 362 and CLNR 453.

420 Senior Internship (14)
The full-time internship provides practical experience at one or more clinical research sites. Students and participating institutions are matched to provide a comprehensive work experience. Prerequisite: CLNR 459 or permission of instructor.

479 Physical & Clinical Assessment (2)
This course is designed to introduce students to the basic principles and techniques of history taking and physical examination and clinical assessment. Students in this course have an opportunity to develop the skills necessary to understand lab values and assessment parameters. Prerequisite: Anatomy and Physiology.

Computer Information Systems

Associate Professor: Mr. Varma (Chair)

Assistant Professor: Dr. Tehrani

Adjunct Instructor: Mr. Holmes

Requirements for a Major in Computer Information Systems (BBA) (CIP 52.1201)
ACCT 213, 590; BADM 221, 222, 313, 314, 331, 336; CIS 200, 235, 241, 250, 275, 290, 345, 351, 462, 470 or 490, one 300-level CIS elective, one 400-level CIS elective, and two 300 or 400-level CIS electives; ECON 201, 202.

Requirements for a Major in Computer Information Systems (AA) (CIP 52.1201)
ENGL 100*, 101, 102, and one English elective; MATH 111, 160; HIST 111, 112; ART, MUSC, or THEA 131; one Natural Science course; RELG 125; PE 111 or 112, 185; ACCT 213; BADM 221; CIS 125, 235, 250, 345, 351, and one CIS programming language elective; ECON 201; one free elective. *Note: ENGL 100 may be waived if the SAT verbal score is 450 or higher.

Requirements for a Minor in Computer Information Systems
CIS 125, 235, 345, 351, and any two CIS programming language electives (no more than 6 hours of a major may be applied to the minor).

Computer Information Systems Course Listing (CIS 000)

125 Introduction to Computers (3)
A study of the fundamental components and the operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools: the use of word processing, electronic spreadsheet, data management software, and presentation program. Emphasis is given to the lab assignments and hands-on experience.

200 Fundamentals of Information Systems (3)
This is a foundation course for CIS majors, which is focused on Enterprise Information Architecture, applications development environment, application architecture, common business services infrastructure, information management function and associated hardware/software technologies. Convergence technologies, systems integration, back office functions, and digital business models are included.

235 Internet Applications (3)
Students will learn WWW environment, servers, browsers, and search techniques. Major topics include Web page design, Web-based multimedia/graphics, CGI, Java Script, VBScript, DHTML, Active-X Controls, CSS, and XML programming. Database applications using WWW will be discussed. New Internet technologies will also be covered. Prerequisite: CIS 200.

241 COBOL Programming-I (3)
Introductory COBOL programming involves writing application programs for common business processes associated with EDP and reporting systems. Structured programming and fundamental language concepts will be emphasized. Prerequisite: CIS 200.

250 Visual Basic Programming (3)
This course provides the skills and knowledge required to fully exploit the features and capabilities of Visual Basic. The students will develop real-world Windows applications and integrate them using OLE and other advanced techniques. It is a good start for software developers, analysts, and programmers who want to prototype, build and/or integrate Windows-based applications using Visual Basic. Prerequisite: CIS 235.

275 C++ Programming (3)
This course includes the implementation of components of an object-oriented language, including information hiding, data abstraction, and inheritance. The topics covered are fundamentals of C++ Programming arithmetic operations in object-orient programming, program control, functions, arrays, elementary structures and other user-defined data types, classes, derived classes and streams. Students are expected to devclop real-life business applications in C++. Prerequisite: CIS 200

290 JAVA Programming (3)
In this course students will use JAVA tools and techniques to build content-rich applications. JAVA APIs to develop GUI applications and JAVA applets with interactivity, graphics, animation, sound and professional GUI design will be discussed. Object-oriented techniques will be applied to build applets and Windows applications. Prerequisite: CIS 235

301 Software Development with Oracle/SQL (3)
The development of database applications using an industrial-strength packages such as Oracle. Course includes the use of SQL in business reporting, analysis, and enterprise data connectivity. Prerequisite: Any 200-level CIS course.

305 Scripting for Web Development (3)
Design and development of web-based transaction processing using powerful scripts such as Perl, TCL, Python, and PHP. The course may be tailored to concentrate on one or two types of scripts. Prerequisite: Any 200-level CIS course.

320 Internet Data Management with XML (3)
Accessing corporate data resources using XML interface. Versions of XML such as EBXML, XBRL, and SAML may be included for accessibility to back-end systems, data security, systems integration, and remote connectivity. Prerequisite: Any 200-level CIS course.

330 DOT NET Applications (3)
Designing components using .NET framework and deploying these components at the enterprise level. Course may include topics such as Web Services, UDDI, CASE, ASP, and prototype development. Prerequisite: Any 200-level CIS course.

335 UNIX-based Systems (3)
An in-depth coverage of UNIX-based systems development, deployment, and administration. In this course students may use more than one type of UNIX environment. Course also includes Windows and UNIX integration. Prerequisite: Any 200-level CIS course.

340 Windows Operating Environment (3)
Study of windows operating systems both client and server. Configuration, deployment, technical characteristics/limitations, and OS hardening process would be emphasized. Prerequisite: Any 200-level CIS courses.

345 Database Management (3)
The structure, design, and development of databases are investigated with emphasis on using the database management software as an integral component of an information system. Emphasis is given to relational databases, object-oriented databases, client-server databases, enterprise data modeling, Internet database environment, and data warehousing. Prerequisite: Any 200-level CIS programming language.

351 Systems Analysis (3)
The analysis and design of business systems. The students will learn the concepts involved in SDLC approach used in system design and development including all aspects of the analysis, design, implementation, and evaluation of a computer system. Use of CASE software will be emphasized. Prerequisite: Any 200-level CIS programming language.

360 Information Technology Project Management (3)
The management of information technology projects emphasizing standards laid down by Project Management Institute (PMI) Common Body of Knowledge (CBK). Use of MS Project, new design techniques, international IT project outsourcing, ISO quality control, and IT project consulting are included. Prerequisite: Any 200-level CIS course.

410 Object-Oriented Analysis and Design with UML (3)
Comprehensive description of the object-oriented design of software systems using internationally recognized Unified Modeling Language (UML). Building powerful, scalable, and maintainable object-oriented software systems are emphasized. Prerequisite: Any 300-level CIS course.

420 Data Communications (3)
The concepts of data communications using OSI model. The protocols and the technologies associated with each layer will be covered. Emphasis will be given to network design/development, Internet/Intranet, TCP/IP, Physical Layer, Data Link Layer, Network Layer, LAN, WAN, MAN, High-Speed LANs, network security, and network management. Prerequisite: Any 300-level CIS course.

425 Internetworking Systems (3)
Internet and Intranet architecture design, construction, and deployment in a distributed environment. The network components include TCP/IP, Firewall, VPN, VLAN, WAN, Directory Services, Wireless networks, VOIP, remote access, Storage Area Networks (SANs), and Personal Area Networks (PANs). Prerequisite: Any 300-level CIS course.

430 Information Systems Security (3)
Security of information systems with emphasis on corporate security infrastructure, trusted systems, information security models, disaster recovery, business continuity planning, risk analysis, intrusion detection systems, and intrusion prevention. Prerequisite: Any 300-level CIS course.

450 E-Commerce (3)
Design and development of e-commerce systems using digital business models. B-2-B and B-2-C models are emphasized. Students enrolled in this course may be required to develop business models based on virtual organization infrastructure, which includes transaction processing as well as management reporting functions. Prerequisite: Any 300-level CIS course and senior status.

452 Computer Information Systems Management (3)
The course includes management of enterprise information infrastructure and the deployment of its components. These components include EDP, management reporting, DSS, Electronic Commerce, EDI, Supply Chain Management, ERP, Intelligent Support Systems, Data Warehousing/Mining, BPR, Knowledge Management, IT planning, and information security. Prerequisite: Any 300-level CIS course and a senior status.

460 Enterprise Resource Planning (3)
Integrated information systems that combine functional areas such as marketing, accounting, and HRD for data sharing, decision making, and business planning. Supply-chain management, customer relationship management (CRM), global integration using enterprise applications such as SAP is included. Students would analyze enterprise application architecture. Prerequisite: Any 300-level CIS course and senior status.

462 Computer Information Systems Design Project (3)
Students are provided with the opportunity to function in a more realistic business environment. The project will require students to apply their classroom knowledge to design and develop a project using structured systems development methodology. Systems flow charts, data/process models, forms design, report specifications, programming, and documentation would be produced. The systems development life cycle (SDLC) will be used to identify and complete various phases of the project. Students will submit a comprehensive report and present it in the class with supporting documentation for final evaluation. Prerequisite: Completion of CIS 351 and senior status.

470 Research Topics (3)
This course is designed to give students an opportunity to develop skills in one or more areas of Computer Information Systems. These areas may include problem solving using systematic approach, systems analysis/design techniques, data communication, decision-making techniques, applications development in business environment, programming techniques, database development, information retrieval, and E-commerce. Comprehensive research is expected on the selected topic. Prerequisite: Completion of CIS 351, senior status, and superior academic performance.

475 Issues in Information Management (3)
Current issues in information management, which include both intermediate and advanced topics. Prerequisite: senior status.

480 Professional Development Series (3)
This course provides a certification program for juniors and seniors leading to various vendor-neutral certificates such as A+, Network+, Server+, and Security+. This course will be offered with intensive on-line and hands-on laboratory assignments. Students are expected to take an external exam to earn the vendor-neutral certificate. The enrollment will be limited to juniors and seniors. Prerequisite: Junior or senior standing with superior academic performance.

481 Professional Development Series (3)
Continuation of CIS 480 Professional Development Series. Prerequisite: Junior or senior standing with superior academic performance.

482 Professional Development Series (3)
Continuation of CIS 480 Professional Development Series. Prerequisite: Junior or senior standing with superior academic performance.

490 Internship (3)
Internship provides students with productive, on-the-job experiences and/or special assignments, which help bridge the gap between the academic and business world. Students will work in an organization independent of the University. Prior work experience is not qualified for internship credit. Weekly reports should be submitted by the student outlining work experience. A comprehensive final report is mandatory, which is completed by the Intern at the end of internship period showing experience gained, overall assessment, and lessons learned. All internships must be approved by the department chairman before students can commit to any prospective employer. Prerequisite: Juniors or seniors with superior academic performance.

Computer Science

Professors: Dr . Norwood (Chair), Dr. Taylor

Associate Professors: Dr. Kiu, Mrs. Todd

Assistant Professors: Dr. Williams, Miss Walker

Adjunct Faculty: Mr. Wong, Dr . Yang, Mr. Zhang

Requirements for a Major in Computer Science (CIP 11.0701)
The candidate must complete 36 hours of computer science courses including Computer Science 101, 102, 211, 212, 311, 340, and 411 with a "C" average or better. The candidate must have courses in a second approved computer language and complete Mathematics 122, 223, and 335. Recommended Mathematics 224 and 333. Students may receive advanced placement.

Requirements for a Minor in Computer Science
A candidate must successfully ("C" average or better) complete Math 122 and 18 hours of computer science courses containing CSC 101, CSC 102, CSC 211, CSC 212, CSC 311, and a second computer language.

Those students who inform the Mathematics/Computer Science Department of their intention to minor in Computer Science prior to the completion of 9 semester hours of Computer Science courses will receive a programming certificate when they successfully complete all requirements of the minor.

Computer Science Course Listing (CSC 000)

101 Introduction to Computer Science (3)
An introduction to computer science covering: algorithm development, documentation, and style. Programs using a current scientific programming language will be developed with emphasis on object oriented programming and design .

102 Intermediate Programming Concepts (3)
A continuation of CSC 101, this course emphasizes program design. Topics covered include string handling, pointers, and files. Prerequisite: CSC 101 or equivalent.

211 Assembly Language (3)
This course covers computer organization, operation, and data representation. Emphasis will be on writing programs in an assembly language. Prerequisite: CSC 101.

212 Operating Systems (3)
This course covers the development of operating systems, CPU scheduling, memory management, file systems, disk scheduling, I/O devices, processing of data sets. Prerequisite: CSC 211.

273 Introduction to PASCAL (3)
An introduction to the basic concepts of programming in PASCAL.

280 Visual Basic Programming (3)
This course examines the basic concepts of the Microsoft Visual Basic programming language and the associated visual development environment. A powerful Rapid Application Development (RAD) package, VB has fast become an industry standard for application development in the Microsoft WindowsTM desktop environment. Programming assignments to demonstrate proficiency with the concepts introduced will be a key part of this course.

311 Data Structures (3)
This course covers algorithms associated with data structures. Topics include list, stacks, queues, arrays, strings, trees, double-linked list, and multi-linked structures. Prerequisite: CSC 102.

325 Object Oriented Programming – Java (3)
This course will cover programming in the Java Language, the language of the Internet. The course will cover a history of the rapid development of Java as a computer language for "write once, run anywhere".

326 Java Programming II (3)
This course introduces the advanced techniques in Java programming. The Java Foundation Classes and extension packages will be discussed in this course. Advanced techniques and issues of multithreaded programming in Java will also be discussed. Prerequisite: CSC 325.

331 Programming in the World Wide Web (3)
This course introduces the cutting edge technologies in the World Wide Web. Latest technologies and standards related to HTML and XML will be discussed. Java Server Page (JSP), Java Servlets, and programming techniques for application development on HTTP servers will be explored. Also discussed will be web client side programming, such as Javascript, Simple Object Access Protocol (SOAP) and SML Protocol (SMLP) will be introduced. Prerequisite: CSC 325.

335 Operations Research (3)
An introduction to the methods and procedures of operations research. Topics include statistical analysis, simulation, mathematical modeling, probability theory, and reliability.

340 Discrete Mathematics (3)
This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees, and graph theory.

361 Unix System Management (3)
CSC 361 provides the student with an overview of the UNIX Operating System and the fundamentals to managing a UNIX-based environment. This course will discuss the history of UNIX and the various versions in the market today. File systems, users, devices, hardware management, and network functions will be explored. An IBMRS6000 server will be used to demonstrate all topics discussed in class and will be available for use by the students to explore the unix world on their own. Prerequisite: An understanding of operating systems in general. Familiarity with C programming will be a plus.

376 Introduction to Numerical Methods (3)
Concerned with the practical solution of problems on computers.

383. Data Communications (3)
Concepts of communication networking, including connection-oriented and connectionless, layered architecture, clients & servers, packet switching LAN, WAN.

385 Internetworking with TCP/IP (3)
This course introduces the basic concepts of internetworking. The basic architecture of the Internet will be discussed. Several protocols of the TCP/IP protocol suite will be introduced. Internetworking techniques using TCP/IP sockets will be discussed.

410 Object Oriented Programming (3)
An in depth study of the methods of object-oriented programming using Visual Age C++.

411 Computer Organization and Logic (3)
This course covers the follŏwing topics: logic circuits, organization of computer components, and computer systems.

412 Theory of Programming Languages (3)
A comparison of existing programming languages including the design and structure of the programming languages.

420 Data Warehousing and Data Mining (3)
This course introduces the basic concepts of data warehousing and data mining. Data warehouse is an enterprise-wide database architecture that has a big impact on decision support systems and online analytical processing (OLAP) systems designs. This course will also discuss different methods used in data mining, a fast growing discipline that tries to discover information from a huge amount of data.

430 Introductions to Artificial Intelligence and Expert Systems (3)
This course introduces the basic concepts of artificial intelligence. Formalized symbolic logics, fuzzy logic and different probabilistic reasoning theories will be discussed in this course. This course will also introduce different architectures of expert systems. Knowledge representation and acquisitions methods will also be discussed.

450 Selected Topics (3)
Selected Topics is a course established at the request of the student and faculty member to cover a topic that is not found in another course.

470 Internship (3)
This course requires 130 hours work in a related field with approval prior to beginning work.

Economics

Professor: Dr. Hawkins (Dean of the School of Business), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professor: Dr. Broadhurst (Associate Dean, Chair)

Assistant Professor: Dr. Csellak, Dr. Harriss, Dr. Yonai (Lundy Scholar)

Instructor: Mr. Ballard

Requirements for a Major in Economics (BS) (CIP 45.0601)
ACCT 213, 214; BADM 221, 222, 300, 314, 345; CIS 125, 235; ECON 201, 202, 301, 302, 453, 480 and twelve semester hours of 300 or above economics electives; MATH 122.

Requirements for a Major in Economics/Pre-Law (BA) (CIP 45.0601/22.0001)
BADM 221, 222, 300, 345; GOVT 230, 260, 300, any two of the following: GOVT 339, 340, 343, 345; ECON 201, 202, 301, 302, 357, 400, 410, 453, any two of the following: ECON 448, 449, 454, 480; and one three semester hour CIS elective.

Requirements for a Major in General Economics (AA) (CIP 45.0601)
ACCT 213; BADM 221; CIS 125, 235; ECON 201, 202, and six hours of economics electives selected from 300 and 400 level courses; ENGL 100, 101, 102, and any one of 201, 202, 203, or 204 courses; PE 111 or 112, 185; Art, Music, or Theater 131; HIST 111, 112; MATH 111, 160; RELG 125; one laboratory science course from Biology, Chemistry, Environmental Science, or Physics.

Requirements for a Minor in Economics
BADM 300; ECON 201, 202, 301, 302, and any 300 or 400 elective (no more than 6 hours in a major may be applied to the minor).

Economics Course Listing (ECON 000)

200 The Economic Way of Thinking (3)
A broad introduction to economic concepts and how they can contribute to a better understanding of the world around us. Concepts are developed and applied to current economic and social problems and issues. It will involve less formal modeling than the 201 and 202 sequence. Not available to Economics or Economics/Pre-law majors.

201 Microeconomics (3)
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

202 Macroeconomics (3)
A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth. Prerequisite: ECON 201.

301 Intermediate Microeconomics (3)
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: ECON 201 and 202.

302 Intermediate Macroeconomics (3)
A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: ECON 201 and 202.

357 Public Finance (3)
A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: ECON 201 and 202.

400 Public Choice (3)
Designed for juniors/seniors. Analysis of the methods and consequences of arriving at collective decisions through political mechanisms. Applies economic theory and methodology to the study of nonmarket decision making. Topics include free-rider problems, voting, majority choice, demand revelation, and political bargaining. Prerequisites: ECON 201 and 202.

410 Law and Economics (3)
An economic analysis of the law. Topics include an introduction to legal institutions and legal analysis; application of economic concepts to the law of property, contracts and torts, criminal law, and constitutional law; the economic efficiency of the common law; and a public choice perspective on the evolution of the law. Prerequisites: ECON 201 and 202.

448 International Finance (3)
Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: ECON 201 and 202.

449 International Trade (3)
A study of positive and normative theories of international trade. Topics include: Determinations of international trade, welfare implications of international trade, commercial policies, and economic integration. Prerequisites: ECON 201 and 202.

453 Money and Banking (3)
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: ECON 201 and 202.

454 Labor Economics (3)
An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human capital theory is also introduced. Prerequisites: ECON 201 and 202.

455 Comparative Economic Systems (3)
Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: ECON 201 and 202.

456 History of Economic Doctrine (3)
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period, and to the other sciences. Prerequisites: ECON 201 and 202.

480 Special Topics in Economics (3)
Subject matter varies. May be repeated for credit with permission of the department. Prerequisite: Permission of the instructor.

490 Economics Internship (3)
Economics-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least), declared major in Economics, overall grade point average of 2.0 or greater, and completion of an independent study contract.

English

Professors: Dr. Vaughan (Chair)

Associate Professors: Dr. Davy, Dr. Peterman, Dr. Rambo, Dr. Tate

Assistant Professors: Dr. Waldron, Dr. Morefield, Ms. Hanemann

Instructors: Mr. Salsbury

Adjunct Faculty: Ms. Davy, Mr. Stewart, Ms. Ramey, Ms. Jefferds, Ms. Wiggins, Ms. Cannady, Ms. M. Stewart

English Requirements in the General College Curriculum
All students must complete ENGL 100-102 (Freshman Composition) and 6 hours of 200-level courses in British or American literature. ENGL 101(or equivalent placement) is a prerequisite for ENGL 102, and ENGL 102 is a prerequisite for all English courses numbered 201 and above. Students may take the 200-level courses in any order and combination, but it is recommended that they be taken in the appropriate sequence. Entering freshmen may exempt ENGL 100 by a verbal SAT score of 450 or better. ENGL 101 may be exempted with a verbal SAT score of 700 or better and combined with a 3.5 or better in high school English.

Requirements for the Bachelor of Arts Degree with a Major in English (CIP 23.0101)
The English major is designed to give the student a broad historical perspective of British and American literature. The student majoring in English can be a general English major, or may take additional courses in order either to gain licensure to teach or to complete the Pre-Law Track. The general English major must complete the following:

A. ENGL 100 (or exemption)
ENGL 101 (either exemption or equivalent placement)
ENGL 102
(i.e. normally 6 hours)
B. ENGL 201
ENGL 202
ENGL 203
ENGL 204
(i.e. 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)
C. One of the following:
ENGL 301(Creative Writing)
ENGL 302(Advanced Writing)
ENGL 303 (Advanced Grammar)
ENGL 424 (Rhetoric and Persuasion)
D. At least three period surveys of British literature:
ENGL 401(Medieval Literature)
ENGL 403(English Renaissance Literature)
ENGL 404(Eighteenth-Century Literature)
ENGL 405(Romantic Period)
ENGL 406(Victorian Period)
E. Either one of the following:

ENGL 407(Nineteenth-Century American Literature)
ENGL 415(History of American Fiction)

F. One course in the Twentieth-Century:
ENGL 408(Twentieth-Century Literature)
ENGL 416(Mod./Cont. Fiction)
ENGL 417(Mod./Cont. Poetry)

G. ENGL 410(Shakespeare)

H. Either one of the following:
ENGL 409(Chaucer)
ENGL 411(Milton)

I. Two electives from the upper level grammar, writing, or British or American literature courses.

All students majoring in English must complete a minimum of 42 hours in English beyond ENGL 102 with a "C" or better in all English courses. It must be stressed that 42 hours is the minimum and that the English major is encouraged to use electives to broaden his/her experience in literature and writing.

Requirements for Teacher Licensure Track (CIP 13.1305)

The English/Education track differs from the general English major in that ENGL 302 (Advanced Writing) and ENGL 303 (Advanced Grammar) must both be taken to complete the licensure process; these courses may also be used to help satisfy English major requirements (C) and (H). The student also must take the Methods in Teaching course (ENGL 453), although it cannot be applied to the elective requirement (H) for the English major. Students in the English/Education track must also maintain a 2.5 grade-point average in the major courses, including (I), and complete the licensure requirements of the School of Education.

Requirements for English Pre-Law Track (CIP 23.0101/22.0001)

The English Pre-Law Track is a writing-intensive track geared toward preparing the English major for the study of law. In this track some of the core curriculum courses are required or highly recommended, some English requirements are changed, and specific government/history courses are required. These courses can also be used to meet the requirements of the core curriculum.

The core requirements recommended or required are: three of the sophomore level courses rather than the four required for the other two tracks; Latin, Greek, or German (recommended); RELG 224 (required); Math 221(required); HIST 221-222 (required).

The English courses beyond the core courses are:
ENGL 302 (Advanced Writing)
ENGL 303 (Advanced Grammar)
Three courses chosen from 401-6
ENGL 407 (19th Century American Literature) or ENGL 415
(History of American Fiction)
ENGL 408 or ENGL 416 or ENGL 417
ENGL 409 (Chaucer) or ENGL 411 (Milton)
ENGL 410 (Shakespeare)
ENGL 424 (Argument and Persuasion)

The specific government/history courses are:
GOVT 229 (National Government)

GOVT 449 and Government 450 (Constitutional Law I and II)
GOVT 443 or 445 or 446 or 447 (Political Thought)
GOVT 451 (Seminar on Constitutional Law)

Requirements for a Minor in English
The minor in English requires a minimum of 21 hours of English beyond the core requirements. As in case of the major, the student seeking a minor in English must have a "C" or better in all English courses. The student must take English 410 (Shakespeare) and either English 409 (Chaucer) or English 411 (Milton). Five more courses must be selected from the English 300, 400, and 500 level offerings.

English Course Listing (ENGL 000)

100 English Fundamentals (3)
A review course in English fundamentals without the extensive essay writing of English 101.

101 English Freshman Composition I (3)
A course designed to teach the student mechanical and rhetorical skills required for composition at the college level.

102 English Freshman Composition II (3)
A course designed to enhance writing, research, and reading skills directed toward literary analysis. Prerequisite: English 101.

201 British Literature I (3)
A survey of British literature from *Beowulf* through the Eighteenth Century. Prerequisite: English 102.

202 British Literature II (3)
A survey of British literature from the romantic period through the Twentieth Century. Prerequisite: English 102.

203 American Literature I (3)
A survey of American literature from the colonial period to 1865. Prerequisite: English 102.

204 American Literature II (3)
A survey of American literature from 1865 to the present. Prerequisite: English 102.

205 World Literature I (3)
A survey of world literature, primarily in western culture, to the seventeenth century.

206 World Literature II
A survey of world literature after the seventeenth century.

301 Creative Writing (3)
A course designed to intensify the student's practice of writing poetry and fiction and, therefore, enhance the critical skills and appreciation of all literature. Open to all students.

302 Advanced Writing (3)

A course designed to improve the student's writing skills beyond those taught at the lower division level.

303 Modern Grammar (3)
An examination of traditional and modern grammars.

401 Medieval Literature (3)
An exploration of medieval literature prior to 1500 and exclusive of Chaucer.

403 English Renaissance (3)
An analysis of the prose and poetry from the late sixteenth century through 1660. Exclusive of Milton's poetry and of Shakespeare's dramatic works.

404 Eighteenth-Century Literature (3)
An exploration of the literature from the Restoration through the beginnings of Romanticism.

405 Romantic Poetry and Prose (3)
An examination of the major poets and prose writers and their sources.

406 Victorian Literature (3)
An exploration of the major post-Romantic literature of the nineteenth century and its relationship to the social concerns of the day.

407 Nineteenth-Century American Literature (3)
A probing of major literary examples of the American mind in the Nineteenth Century.

408 Twentieth-Century Literature (3)
A survey of the major writers and movements in British and American literature from World War I through World War II.

409 Chaucer (3)
A study of the poems of Chaucer in their historical and literary contexts.

410 Shakespeare (3)
A study of representative Shakespeare plays, criticism of his plays, Elizabethan theater, and the history of the period.

411 Milton (3)
A study of the representative works of Milton in their historical and literary contexts.

412 The Lyricist (1,2,3 credit hours per semester)
A total of 6 credits to be counted toward the B.A. A course designed to teach students how to judge poetry, how to edit a quality-oriented small magazine, and how to use desk-top publishing methodology. Prerequisite: instructor's approval.

413 English Drama (3)
An examination of English drama from the Medieval period through the present.

414 History of the British Novel (3)
A study of representative novels of the eighteenth and nineteenth centuries.

415 History of the American Novel (3)
A study of the distinctly American qualities of fiction, with emphasis on the novel as it developed between 1800 and 1914.

416 Modern/Contemporary Fiction (3)
A course probing the works of representative prose fiction writers active since World War II, with a primary emphasis on the Americans writers.

417 Modern/Contemporary Poetry (3)
A course probing the works of representative poets since World War II, with a primary emphasis on American writers.

418 Southern American Literature (3)
A survey of representative writers of the South.

419 Seminar (3)
Specialized topics in British literature, art, and society; American literature, art, and society.

420 Independent Study (3)
An independent study based on the student's interests or need of specific courses.

422 History of Criticism (3)
A study of the literary critics and methodologies from Aristotle to the present day.

424 Argument and Persuasion
An intensive study of the development and presentation of argument in writing.

453 Methods in Teaching English (3)
A course designed to teach how to teach English.

499 Honors Thesis (3)
A specific research project of a writer, era, idea, or work. The Honors Thesis will be done in the senior year and will be viewed as an introduction to graduate work.

Exercise Science

Professor: Dr. Freeman (Chair), Dr. Woolard

Associate Professors: Dr. Bergemann

Assistant Professor: Ms. Watkins

Instructors: Ms. Weiss

Adjuncts: Ms. Ellis, Dr. McCormick

Exercise Science and the General College Curriculum
The Department offers a diverse selection of activity courses as well as teaching-, science- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Each major program includes cognate courses in other departments and offers on-site work experiences as part of the program.

All non-majors must take PE 185 and 1 semester hour of activity courses (PE 111 or 112) to meet their General College requirement. All students in PE 185 classes must wear the designated uniform and shoes appropriate to the activity. Uniforms may be purchased at the bookstore.

PE 185 Lifetime Wellness (2)
Required of all non-majors. Guides the student in leading a healthier life. Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, cancer risk management, stress management techniques, AIDS and sexually transmitted diseases, smoking cessation, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues. Lectures are supplemented by laboratory and exercise activities. Prerequisite: A completed physical examination on file at the Student Health Service.

PE 111-112 Elective Activity Courses (1)
One semester hour required of all non-majors. Emphasis on developing skills to enjoy and gain health benefits from the activity. The following activities are offered at the beginning level, and some are offered at the intermediate and/or advanced levels. New courses will be added to reflect student interests. Lab fees may be charged for some courses.

Aerobic Dance, Badminton, Dance (Aerobic, Social, Square), Golf, Jogging, Lifeguard Training, Scuba Diving, Self Defense, Skiing, Softball, Strength Training, Swimming, Tennis, Volleyball, Walking Fitness, and Water Safety Instructor.

Any individual unable to participate successfully in either a walking program or a jogging/walking program may meet the General College physical education requirement by taking EXER 202. The request for this exception is made through the University Student Health Service to the Department Chair.

Department & Course Descriptions Majors in the Exercise Science Curriculum
Athletic Training
Exercise and Sport Science

Fitness Wellness Management
Kinesiology
Physical Education
Sport Management

The Department has printed copies of the course requirements and details of each major program. It is available at Carter Gym, Room 100. The summarized course requirements for each program are as follows:

Athletic Training Major (CIP 51.0913)
EXER 201, 221, 252, 312, 313, 314, 321, 326, 355, 391a-f, 412, 425, 426, 427, 432, 433.

Exercise and Sport Science Major (CIP 31.0501)
EXER 131, 201, 202, 221, 321, 324 or 425, 325 or 426, 421, 431, 432, 492, 6 s.h. EXER electives at 200-level or higher. Cognate: 18 hours in another field (Business or Science recommended. See your adviser).

Fitness Wellness Management Major (CIP 31.0599)
EXER 131 or 185 & 111/112; 201, 202, 221, 311, 321, 326, 338, 425, 426, 431, 432, 450, 452, 461, 492. Cognate: ACCT 213; BADM 221 or EXER 264, BADM 313, 331, 332; ECON 201; PSYC 232. Recommended: EXER 494.

Kinesiology Major (CIP 31.0505)
EXER 201, 221, 321, 326, 333, 421, 425, 426, 431, 432, 450, 452, 461, 492. Cognate: CHEM 111, 113; PHYS 221, 222; PSYC 232. Recommended: MATH 122, EXER 494.

Physical Education Major (CIP 31.1314)
EXER 131, 132, 201, 202, 221, 311, 324, 325, 331, 333, 338, 339, 431, 432, 441; EDUC 221, 385; PSYC 260. Teacher Licensure Option: EDUC 431, 432, 441, 453, 454, 458. See adviser for other requirements.

Sport Management Major (CIP 31.0504)
EXER 201, 221, 230, 321, 325 or 426, 336, 421, 431, 432, 461, 462, 6 s.h. EXER electives at 200-level or higher. Cognate: ACCT 213; BADM 221 or EXER 264, BADM 313, 331, 332; ECON 201; THEA 115; PSYC 232.

Minor in Sport Business Program Requirements:
EXER 201, 230, 431, 461, 462.

Exercise Science Course Listing (EXER 000)

131 Fitness for Majors (3)
Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, stress management techniques, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues. Lectures are supplemented by laboratory and exercise activities (stretching, weight training, walk/jog, dance exercise, swimming, cycling, racquet sports, e.g., tennis, badminton, racquetball, and outdoor activities). A swimming test must be passed as part of the course requirement. Prerequisite: A completed physical examination on file at the Student Health Service. For majors only.

132 Sport Skills and Principles (3)
Develops skill competence and understanding of a variety of sports, e.g., tumbling, volleyball, basketball, soccer, track and field, and softball. Students develop an understanding of the principles of teaching sport and activity skills. Skill progressions, drills, and effective teaching techniques are presented. Prerequisite: A completed physical examination on file at the Student Health Service. For majors only.

EXER 131-132 are laboratory courses for physical education majors, with an emphasis on performance skill development. The instructors will integrate teaching progressions into the acquisition of skills. Classes meet six hours per week for the semester.

201 Foundations of Exercise Science (3)
An introduction to the Department's major courses of study. Overview of the professional areas of exercise science, physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for contemporary society. Includes the study of current issues, problems, ethical concerns, careers, and future directions of the field.

202 Lifetime Health (3)
Emphasis on the impact of personal health, fitness, and wellness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. For majors only.

221 Computer Applications in the Exercise Sciences (3)
Introduces the application of technology in the practice and management of human fitness, wellness, and sport. Demonstrates the uses and value of types of hardware and software. Gives hands-on experience in using a variety of software applications, including word processing, spreadsheets, database operations, and major-specific software. For majors only.

224 First Aid and CPR (2)
The basic principles of first aid and the practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one and two person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking. For majors and lifeguard trainees only.

230 History of American Sport (3)
Surveys the development of American sport from colonial times to the present day. Topics include the influence of the shift from an agrarian to an urban society, the search for the American character, the Olympic Games (ancient and modern), the end of amateurism in sport, sport as politics, the drug crisis, the impact of technology on sport, and the shift to the professional marketing and entertainment model by the end of the 20th century. Cross-listed as HIST 230. Counts as Social Science elective. Offered in even years (2006, 2008), Spring. Prerequisite: HIST 111-112.

241-247 Theory of Coaching (2)
Methods and materials of seasonal planning, training, officiating, and game strategy in each sport. Offered on request.

241 Baseball
243 Basketball

244 Soccer
245 Softball
246 Track and Field
247 Volleyball

251 Sports Officiating (2)
Principles and practices of officiating in major sports. Intramural sports used as a lab experiences.

252 Introduction to Athletic Training (3)
Provides an introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. An emphasis on developing problem solving skills that will foster the ability of students to learn the signs and symptoms of common athletic injuries and be able to apply emergency first aid care while following administrative procedures. Corequisite/prerequisite: BIOL 221.

264 Sports Law (3)
A review of the various sports law issues facing professional, intercollegiate, Olympic, high school, youth, and adult recreational sports. Major topics include tort liability, contracts/waivers, antitrust law, labor law, constitutional law, gender discrimination, drug testing, intellectual property law, broadcasting law, laws pertaining to sports agents, business and employment law, internet gambling, and athletes with disabilities.

311 Care and Prevention of Athletic Injuries (3)
Provides a basic introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. Prerequisite: BIOL 221.

312 Lower Extremity Evaluation and Assessment (3)
Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment. Lower extremity joints are investigated. Provides information needed to recognize, test, and assess orthopedic conditions. Students should have a working knowledge of anatomy. Prerequisite: BIOL 221.

313 Upper Extremity Evaluation and Assessment (3)
Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment of the upper extremity joints, including the abdomen and thorax. Provides information needed to recognize, test, and assess orthopedic conditions. Students will be expected to have a working knowledge of anatomy. Prerequisite: BIOL 221.

314 Therapeutic Exercise (3)
Discusses the principles and techniques of rehabilitation, conditioning, and the return of individuals to sport. The therapeutic techniques will encompass scientific/physiological rationales, selection criteria, indications/contraindications, and clinical applications. Prerequisite: BIOL 221.

321 Sport and Exercise Nutrition (3)
This course covers the principles of sound nutrition for the exercising individual, the athlete, and the average individual in society. The physiological needs of the human body; the way that foods, vitamins, enzymes, and minerals are used; and the false information concerning nutrition, diet, weight loss, and enhancing human performance will be discussed.

324 Applied Exercise Physiology (3)
This course studies the response and adaptation of the body to exercise, focusing on basic application to teaching, coaching, and non-specialist. It includes the effects of diet, environmental conditions, and gender. Prerequisite: BIOL 221.

325 Applied Biomechanics (3)
This course examines the mechanical principles underlying human movement. It is designed to give a non-mathematical, applied introduction to the analysis of sport skills for non-specialists. Prerequisite: BIOL 221.

326 Anatomical Kinesiology and Muscle Function (3)
This is a functional anatomy course that studies the human body's ability to move. The focus is on the skeletal, muscular, neuromotor control, structural, and functional aspects of human motion. Prerequisite: BIOL 221.

331 Motor Development (3)
An investigation of motor development as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The course explains the motor development process and its impact on the acquisition and refinement of physical skills. Offered even years (2006, 2008), Fall.

333 Motor Learning (3)
An investigation of motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning, and performing motor skills. The course explains the process by which humans acquire and refine physical skills, as well as the stages of skill learning and development. Offered odd years (2005, 2007), Fall.

334 Elementary School Physical Education and Health Methods (3)
An investigation of the principles, practices, and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For elementary education majors only.

335 Introduction to Athletic Administration (3)
An investigation of the administration of sports programs at the high school and college levels. Topics include governance structures, facility management, human relations, staff motivation, legal liability, scheduling, staffing program development, and other aspects of athletic management for physical educators, coaches, and athletic directors.

336 Sport Coaching Principles (3)
Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

338 Adapted Physical Education (3)
Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming.

339 Movement Experiences for Children (3)

Studies the overall development of children in grades K-6. Emphasizes planning movement experiences based on individual needs. Offered even years, (2006, 2008), Fall. Corequisite/prerequisite: Education 221.

355 Clinical Decision Making (3)
Studies and enhances the clinical decision making process for an athletic trainer as it relates to injuries to the upper and lower extremities and spine, including the abdomen and thorax. It will also provide criteria for return to play from an injury/illness. Students should have a working knowledge of anatomy. Prerequisite: BIOL 221.

391 Applied Clinical Experiences (1)
A minimum of 40 hours of laboratory sessions and supervised field experiences, supplemented with additional instruction within the various fields of Exercise Science and Athletic Training, for 1 semester hour of credit. Practical experience within each discipline will focus on translation of theory into practice, development of practical skills in "real-life" settings, and clinical skills in appropriate settings. Supplemental instruction will focus on refining individual knowledge as well as practical and clinical skills. May be repeated for credit. Requires permission of adviser and department chair.

412 Medical Conditions and Topics in Athletics (3)
Provides an overview of non-orthopedic medical conditions that may affect athletic participation, including: skin disorders, eating disorders, anemia, diabetes, asthma, closed head injury, systemic conditions, blood-borne pathogens, and emotional stress. Also discusses administrative concerns in athletic training. Prerequisite: BIOL 221.

420 Sport Marketing (3)
Studies the theory and application of marketing to the sport and sport business settings. The emphasis is upon real-world application and examines both service- and product-related educational and business applications.

421 Sport Psychology (3) (Psychology 421)
The psychological foundations that underlie sport and physical performance, with the emphasis on application rather than theory. Includes motor skill learning, motivation, social interaction, mental training, and the effects of stress, injury and burnout. Examines goal setting, characteristics of peak performance, relaxation, imagery training, and implementing psychological training programs. Prerequisite: PSYC 222.

425 Exercise Physiology (3)
A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardiorespiratory function.

426 Biomechanics (3)
Studies the mechanics of motion applied to human movement and fitness and sport skills. Math 111 is recommended before taking this course. Prerequisite: BIOL 221.

427 Modalities of Therapy (3)
Examines the treatment of orthopedic injuries using thermotherapy, hydrotherapy, electrotherapy, and acoustic therapy. Prerequisite: BIOL 221.

431 Program Management (3)
Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

432 Research Methods in Exercise Science (3)
Introduces design and application of research projects measuring cognitive, affective and psychomotor performance. Includes use of statistical procedures and interpretation of published research in the discipline. Prerequisites: MATH 160.

433 Administration of Athletic Training Programs (3)
Studies the standards, policies, procedures and problems of managing athletic training programs for high schools, colleges, and professional organizations.

441 Secondary Physical Education and Health Methods (3)
Covers the needs of students (Grades 7-12) in physical education and health. Students learn and analyze appropriate activities, plan instructional units, and develop yearly programs. Offered odd years (2005, 2007), Fall. Corequisite/prerequisite: Education 221.

450 Design of Strength and Conditioning Programs (3)
Applies the study of bioenergetic, neuromuscular and cardiorespiratory physiology to the principles of designing strength and conditioning programs. Elite performance in various sports is examined for energy system, biomechanical and kinesiological factors. Offered in odd years (2005, 2007), Spring. Prerequisites: BIOL 221; EXER 326, 425.

452 Exercise Testing and Prescription (3)
This course examines the techniques used to test and evaluate all components of fitness; including cardiorespiratory fitness, muscular fitness, body composition, and muscular flexibility. In addition, stress management techniques are introduced. Guidelines to prescribe exercise based on fitness evaluations and practical use of relevant equipment are discussed. Offered in even years, Spring (2006, 2008). Prerequisites: BIOL 221, EXER 425; current CPR certification.

461 Sport Entrepreneurship (3)
Studies the start-up process of the private sport-related business. Students work in teams with assigned and original ideas to analyze the potential for the enterprise, develop the business and marketing plans, and plan the process of acquiring financing. The emphasis is upon real-world application and examines both service- and product-related businesses. Prerequisite: Senior year.

462 Advanced Sport Management (3)
A study of theory and its application in sport management, including topics such as basic management, personnel, ethics, communications, sport economics, accounting and budgeting, sport marketing, sports law, computer applications, research, and the future of sport management.

490 Directed Study (3)
On-campus study or research experience appropriate to the major course of study. Arranged through the Department Chair. Requires permission of adviser and Chair.

492 Practicum (3)
Beginning on- or off-campus work experience appropriate to the major course of study. Requires permission of adviser and Chair.

494 Internship (6)
Supervised field experience in off-campus setting appropriate to the major course of study. Work is performed under a contract signed by the student, the Chair, and a representative of the sponsoring organization. May be taken at any time in the calendar year, if arranged by the start of the appropriate academic term. Requires permission of adviser and Chair.

496 Research Project (3)
Provides advanced students with the opportunity to conduct a worthy research project under the direction of an experienced researcher in the field. Prepares students for graduate and professional level research. The proposed study must be approved by the student's adviser and the Department Chair.

Family and Consumer Sciences

Professor: Dr. Nery, (Acting Chair)

Associate Professor: Dr. Calloway

Assistant Professor: Dr. Chester

Adjunct Instructors: Ms. Bortz, Ms. King, Dr. Smith, Ms. Walker, and Ms. Wiggins, Dr. Roberson, Ms. Jung.

Requirements for a major in Family Studies.
A candidate for the Bachelor of Science degree with a major listed below must satisfactorily complete the general college curriculum and courses specific to the major. A total of one hundred twenty eight (128) semester hours are needed for graduation.

Family Studies Major:
Core courses: FCSI 341 (education concentration substitute PSYC 260), 365, 401, 445, RELG/SOCI 340

Concentrations:
1. Child Development Concentration (CIP 19.0706)
FCSI 227, 337, 338, 340, 341, 342, 365, 373, 401, 402, 445, 454, 455, 490, 510, 515, 530, 540, 551. RELG 340. Electives (12 hours from FCSI 111, 213, 332, 450, SOCI 345, 359.

Prepares students for careers in early childhood settings and agencies serving young children and their families.

2. Family Concentration (CIP 19.0701)
FCSI 227, 341, 345, 365, 401, 445, 454, 455, 490, 510, 530, 540, 551, SOCI360. RELG 340. 31 hours of electives from the following: FCSI 111, 213 ,332, 337, 338, 340, 342, 373, 402. SOCI 226, 345, 359. PSYC 232, 260, 354.

Prepares students for careers that serve individuals and their families.

3. Family and Consumer Sciences Education Concentration (CIP 13.1308)
FCSI 111, 213, 227, 332, 334, 365, 401, 402, 445, 448, EDUC 221, 385, 431, 432, 441, 453, 454, 458, FCSI 341 or PSYC 260, electives.

Prepares students for licensure by the state of North Carolina to teach Family and Consumer Sciences in public school settings at both the middle and secondary levels.

4. Birth-Kindergarten (CIP 13.1204)
FCSI 227, 337, 338, 340, 341, 342, 365, 402, 457, 458, 490, 510, 515, 530, 540 or 551. EDUC 221, 351, 373, 431, 455, 345, 457.

Prepares students for licensure by the state of North Carolina to teach in Birth-Kindergarten classrooms.

Family Studies Minor:
The minor consists of 18 hours of credit. Requirements for the Family Studies minor include: FCSI 365, either FCSI 551 or SOC/REL 340, one of the following courses in Human Development EDUC 341 or PSYC 260. (Social work majors may use SOWK 350 and 351). The remaining nine hours will be selected from Family and Consumer Science courses as approved by the adviser.

Family and Consumer Sciences Course Listing (FSCI 000)

Family Studies:

111 Introduction to Foods and Nutrition (3) (Food Science)
A food science course designed to study of the scientific principles of food selection and preparation. Emphasis is on selection, purchasing, food preparation, storage, and preservation of foods. Laboratory work coordinated with lectures. Includes methods and materials appropriate for teaching 7-12 grade. Offered as needed.

227 Nutrition (3)
A study of the fundamentals of human nutrition, with emphasis on nutrients and factors which affect their utilization in the human body. Offered in Fall.

213 Interior Environment (3)
A study of planning and furnishing houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income; the selection, construction, and use of furnishings exemplifying good taste and individuality are included. Offered as needed.

332 Clothing Construction and Textiles (3)
A study of properties, composition, identification, and manufacturing procedures of textiles and construction techniques along with evaluation of garment construction. Laboratory experience involving the application of construction techniques including pattern selection, fabric selection, alteration, garment fit in addition to and care and use of textile products. Offered as needed.

334 Methods/Curriculum Development (3)
A study of the principles of planning and evaluating the family and consumer science education curriculum with emphasis on time management. Instructional planning and behavior management. The selection, development, and use of methods and materials appropriate for teaching family and consumer sciences in grades 7-12. Offered as needed.

337 Infants (3)
A study of the theoretical foundations of infant development. Prenatal considerations for the expectant mother are addressed. Includes the development of both younger and older infants, the development of the immune system, and program issues related to the needs of infants. Methods of developing, implementing, and evaluating infant programs are emphasized. Students participate in field experiences concerning infants. Offered fall semester.

338 Preschool Curriculum (3)
A course designed to enable students to become knowledgeable about program components and learning strategies for young children age three through kindergarten. The role of families in early childhood programs is also studied. Students design curriculum

activities that integrate developmentally appropriate levels of ability. A field experience in a quality preschool setting is included. Prerequisite: FCSI 337 and FCSI 340.

340 Toddlers (3)
A study of the theoretical foundations of toddler development. Developmentally appropriate practices with emphasis on language arts and communication skills, drawings, health, and hygiene. Symbolic thought, concentration, reasoning and concept acquisition, self-worth and self-esteem, parental involvement, appropriate curriculum, and the importance of forming correct eating habits are discussed. Students participate in field experiences concerning toddlers. Taught in spring semester. Prerequisite FCSI 337.

341 Child and Adolescent Development (3)
A study of prenatal development and infancy, the physical growth, development of motor abilities, and language and thought of the child and adolescent; children's play and interests, adolescent interests, emotional factors, parent-child relationships; and psychosocial development.

342 Children's Health Wellness and Safety (3)
Data dealing with vital statistics and advances in technology. The major focus on nutrition, good health habits, hygiene, and screening measures of wellness. Emphasis is also placed on National Safety Standards for toys, equipment, and playground facilities. Prerequisite: FCSI 337, 340,or 341.

345 Adult Development (3)
Developmental changes of adults from young adulthood through late life are examined. Emphasis is placed on the major stages of adulthood as they relate to the adults' individual adjustment and family functioning. Offered as needed.

365 Family Relationships (3)
A study of factors that enhance or inhibit the development and maintenance of marital and family relationships over the life cycle. Intra-personal issues and interpersonal dynamics and the influence of these issues and dynamics on the development and maintenance of relationships will be examined.

373 Exceptional Children (3)
A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Includes 10 hour field experience.

401 Seminar (3)
A study of the past, present, and future of family and consumer sciences. Emphasis on career opportunities and career choices. Includes the principles of personal development, preparation of job resumes, job interviews, and global concerns of the environment.

402 Administration of Children's Programs (3)
A course designed to enable students to become knowledgeable about programs designed for children birth through age five, program components and learning strategies for young children. Programs discussed include, but are not limited to Head Start, Even Start, Smart Start, Child Advocacy Groups, Resource and Referral Agencies, and other national and

state agencies and organizations whose major emphasis is childcare for young children. Prerequisite: FCSI 337,338 or 340.

445 Consumer Economics (3)
A study that focuses on the management of resources for the purpose of attaining consumer goods and services. Emphasis is on the role of the consumer and the study of problems related to personal and family buying and financial management.

448 Job Training/Occupational Information (3)
A study and analysis of vocational education including its history, philosophy, and objectives. Emphasis is placed on occupational exploration and occupational family and consumer sciences. Sources and uses of occupational information are explored. Family and consumer sciences related occupational clusters are discussed in relation to entry and exit related occupations and observation of exploratory middle grade programs and occupational family and consumer sciences programs in grades 7-12. Work experience in at least two of the occupational clusters is required. Offered as needed.

450 Women in Our Culture (3)
A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine and the media.

454 Professional Orientation in Family Studies (3)
This course is designed to assist students in evaluating their competencies, abilities, aptitudes, and interests related to career development; examining career opportunitie4s related to children and families; and establishing professional relationships. Prerequisite for FCSI 455: Child Development and Family Internship. Open to Family Studies majors and minors only. Offered as needed.

455 Child Development and Family Studies Internship (3)
An internship program in a cooperating public, private, profit, or non-profit agency, organization, or business in accordance with the major course of study of the student. Total Hours: 150 working hours. Prerequisites: consent of instructor and FCSI 337,338,340,402, and 454; or FCSI 365 and 454.

457 Family and Consumer Sciences Internship for Birth-Kindergarten (3)
A 150-hour field experience program in a preschool program.. The internship must take place in a state certified birth-kindergarten setting, and includes a required written project. Open to Birth-Kindergarten majors only.

458 Birth-Kindergarten Teaching Methods (3)
A study of general methods, strategies, techniques and developmentally appropriate practices for birth-kindergarten classrooms for children with and without special needs. Emphasis on working with children and families in inclusive settings. Required for birth-Kindergarten majors. Offered in Spring as part of student teaching block.

490 Parenting (3)

A study which examines the changing nature of parenting across the life cycle including: transition to parenthood, early parent-child relationships, parenting adolescents, and the relationship between aging parents and adult children.

510 Creative Arts: Rhythm and Rhyme (3)
A course designed to provide students with skills for interacting with children of various ages through developmentally appropriate use of musical instruments, rhythmic games, body coordination, stories, pretending, songs, dance, dramatization, memorization and the use of various types of art media.

515 Young Children's Literature (3)
An examination of developmentally appropriate literature for young children. Emphasis will be placed on understanding what constitutes developmentally appropriate literature.

530 Program Assessments and Evaluation (3)
The course focuses on demographic data used by federal, state, and county agencies and organizations in putting into place new programs and strengthening existing programs which affect children birth to age 5, their families, before-and-after-school programs, and the aging population. Emphasis will be placed on developing good survey questions and the tabulation of data for planning and implementation of programs. The use of data in grant writing will be emphasized.

540 Family Ethics and Policies (3)
This course will assist students in the examination of the character and quality of human social conduct and the ability to critically examine ethical questions and issues. In addition, this course will explore public policy procedures and survey issues that currently affect families.

551 Family Issues (3)
A course designed to introduce the student to a number of issues/topics that characterize or impact contemporary American families. The examination of family theories and research related to families will be emphasized.

556 Literature for Children and Young Adults (3) (English Dept.)
A survey of literature for children and young adults with emphasis on criteria for selecting materials appropriate to the interests, needs, and abilities, of elementary and middle grades students; techniques for promoting reading; application to the elementary and middle school curriculums; and trends and recent research in the area.

Foreign Languages

Professor: Dr. Steegar (Chair), Dr. Penny

Associate Professors: Dr. Jones, Dr. Ortiz, Dr. Stone

Adjunct Faculty: Mrs. Caglayan, Mr. Dow, Mr. Mengelkoch, Mr. Rivera

Foreign Languages and the General College Curriculum
Fulfillment of the foreign language requirement at Campbell University depends on the degree sought by the student as follows:

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.

2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.

3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

The student may choose from the following languages currently offered at Campbell: French, Greek, Latin, Spanish and German.

Students whose native language is not English are exempt from the foreign language requirements; however, they must complete both English 101 and 102 with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have two years of high school language or pass 101 and 102 of the same language at Campbell University.

Requirements for a Major in French (CIP 16.0901)
To achieve a major in French, the student must complete the following: FREN 201-202 Intermediate French, 221, 222 Survey of French Literature, 231-232 French Composition and Conversation, 300 History and Civilization of France, 305 Phonetics and Pronunciation of French, and three additional French courses above the intermediate level.

Requirements for a Major in Spanish (CIP 16.0905)
To achieve a major in Spanish, the student must complete the following: SPAN 201-202 Intermediate Spanish, 221, 222 Survey of Spanish Literature, 231-232 Spanish Composition and Conversation, 241, 242 Survey of Spanish-American Literature, 305 Spanish Phonetics and Pronunciation, and 341, 342 Spanish/Latin-American Civilization.

Requirements for Teacher Licensure in French (CIP 13.1325) or Spanish (CIP 13.1330)
The requirements for those majoring in French or Spanish and who seek licensure to teach in levels K-12 are the same as above but with the following additions: FREN or SPAN 400

(Methods and Materials of Romance Language Teaching) and the completion of the professional education sequence in the School of Education.

Requirements for a Minor in a Foreign Language
A minor in French or Spanish requires eighteen hours beyond the 102 level. Prerequisites: Students enrolling in courses above the 202 level must have completed French or Spanish 101, 102, 201, 202, or the equivalent.

French Course Listing (FREN 000)

101-102 Elementary French I, II (3, 3)
Introduction to the basic skills of the language: reading, writing, speaking, aural comprehension, and culture. In French 101 emphasis is on vocabulary, use of articles, present tense of regular and irregular verbs, the imperative and numbers. French 102 covers the passé composé, telling time, object pronouns and the imperfect tense.

201-202 Intermediate French I, II (3, 3)
Review and development of the basic skills, continued exposure to cultural elements. French 201-202 cover formation and use of the subjunctive, negatives, relative pronouns, the future and conditional tenses . There is extensive reading and discussion in French. Prerequisites: FREN 101, 102 or equivalent placement.

221, 222 Survey of French Literature (3, 3)
Introduction to the masters of French literature and their major works. 221 begins with the Chanson de Roland and ends with the major authors of the 18th century. 222 begins with the major authors of the 19th Century and continues to the present.

231-232 French Composition and Conversation (3, 3)
Emphasis is on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

300 History and Civilization of France (3)
Traces the origins and development of French history and civilization, highlighting topics such as geography, education, religion, immigration, and the political system.

301 Advanced French Grammar (3)
An intensive review of French grammar with emphasis on the more advanced points of grammar including the verb system and idiomatic usage.

305 Phonetics and Pronunciation of French (3)
Individual instruction in French pronunciation, corrective techniques and practice in phonetic transcription.

310 Business French (3)
An introduction to business practices in France, writing a resume and cover letter, interviewing for a job, etc.

331-332 Advanced Composition/Conversation (3, 3)
Continued emphasis (from 231-232) is on improving competency in speaking and understanding French and in developing competency in the written language. Materials

include real-time tapes of French newscasts. The students base their work on listening, transcribing, discussing and writing about the material.

400 Methods and Materials of Romance Language Teaching (3)
A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

410 Special Topics in Literature (1-3)
Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

440 Seventeenth-Century French Literature (3)
A study of French Classicism concentrating on the works of Corneille, Racine, Moliere, Pascal, Bossuet and Boileau.

450 Eighteenth-Century French Literature (3)
A survey of major texts of the "philosophes" concentrating on Diderot, Voltaire, Rousseau and Montesquieu.

460 Romanticism and Realism (3)
The first part of the 19th century in French literature, including major works of authors from Chateaubriand to Flaubert.

470 Symbolism and Naturalism (3)
Major works of French authors in the latter part of the 19th Century.

480 Twentieth Century French Literature (3)
Reading and discussion of literary movements and the major writers of poetry, theater and the novel in the 20th century.

Greek Course Listing (GREE 000)

101-102 Elementary Greek (3, 3)
A survey of the elements of Hellenistic (koiné) Greek grammar, illustrated systematically from the Greek New Testament.

201-202 Intermediate Greek (3, 3)
Readings from the Greek New Testament with a review of grammar at the intermediate level. Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

Spanish Course Listing (SPAN 000)

101-102 Elementary Spanish I-II (3, 3)
Introduction to the basic skills of reading, writing, speaking, aural comprehension, and culture in a contextualized format. Grammatical concepts include the usage of present

tense of regular, irregular and stem-changing verbs, present progressive tense, articles, concepts of noun/adjective agreement, prepositions, preterit and imperfect tenses of regular, irregular and stem-changing verbs, reflexive verbs, direct and indirect object pronouns, an introduction to commands, and the subjunctive mood. Vocabulary is presented in thematic units. No prerequisites.

201-202 Intermediate Spanish I-II (3, 3)
Continued practice in the basic skills; review of grammar; reading of selected literary texts, and continued study of cultural elements. Grammatical concepts include the usage of the present and past subjunctive mood, the perfect tenses, and conditional verb forms. Spanish 202 incorporates brief readings and discussions based on literary works in the form of short stories, poems, and essays from Latin American and Spanish authors. Prerequisites: SPAN 101-102 or equivalent placement.

221, 222 Survey of Spanish Literature (3, 3)
Introduction to the masters of Spanish literature and their major works. 221 studies works from the 12th to the 18th centuries including El cantar del mío Cid, La Celestina, Don Quijote, and works of Lope de Vega and Calderon de la Barca.. 222 studies authors from the 19th and 20th centuries including Unamuno, Baroja, Ortega, García Lorca and Cela.

231-232 Spanish Composition and Conversation (3, 3)
Emphasis on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

241 Survey of Spanish-American Literature I (3)
Introduction to the texts characteristic of the Spanish American colonial period, which includes vestiges of medieval thought in Renaissance literature, Renaissance literature, the Baroque, Neoclassic and Romantic literature. The time period covered is from 1492 to the late 1880's. Representative authors of the chronicle, the travel diary, the protonovel, novel, short story, and essay are discussed, along with samples from each genre. Pre-Columbian texts in transliteration are discussed as well.

242 Survey of Spanish-American Literature II (3)
A continuation of the first survey course (241) with an historical focus on the literary movements and authors in Latin America from 1880 to the present. Reading and discussions focus on representative authors of this period. Literary periods include late Romanticism, Modernism, Vanguard, Boom and Post-Boom.

301 Advanced Spanish Grammar (3)
Study of and practice with more elaborate and idiomatic grammar forms used in articles and literary texts. Grammar is observed contextually and is incorporated into compositional and essay production.

305 Spanish Phonetics and Pronunciation (3)
A study of phonetic transcription and individual instruction in Spanish pronunciation. The phonetic alphabet and pronunciation practice are incorporated into the study.

310 Business Spanish (3)

Introduction to business practices and interactional modes in Spain and Latin America. Practice in writing resumes, queries, and cover letters.

320 Spanish Literature/Middle Ages through Renaissance (3)
A survey of major writers and genres in Spanish literature including the early poetry of the *jarchas*, El Cantar de Mio Cid, Don Juan Manuel, Archipreste de Hita, and La Celestina.

331-332 Advanced Composition/Conversation (3, 3)
Continued emphasis (from the 231 and 232 classes) is on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. There is a greater emphasis on speaking proficiency. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

341, 342 Spanish/Latin-American Civilization (3, 3)
Part I -- Traces the origins and development of Spanish history and civilization from medieval to modern times. Part II -- A study of Latin America from pre-Columbian to modern times.

400 Methods and Materials of Romance Language Teaching (3)
A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

410 Special Topics in Literature (1-3)
Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

420 Latin American Short Story (3)
A study of the short story and essay focusing on Latin American authors from the late 19th to the mid-20th centuries, including Esteban Echeverria, Tomas Carasquilla, Javier de Viana, Ruben Dario, Rafael Arrevalo Martinez, Horacio Quiroga, Jorge Luis Borges, Gabriel Garcia Marquez, and Luisa Valenzuela.

440 Spanish Golden Age (3)
A study of major writers of the Spanish Golden Age excluding Cervantes. Included are Garcilazo de la Vega, the anonymous writer of *Lazarillo de Tormes*, Lope de Vega, Quevedo, and Calderon de la Barca.

450 Cervantes (3)
A study on the literary works of Don Miguel de Cervantes with emphasis on *Don Quixote*. Other works include his *Entremeses* and the *Novelas ejemplares*.

460 Nineteenth-Century Spanish Literature (3)
A survey of Romanticism, Realism, and Naturalism which includes philosophers and writers such as Gustavo Adolfo Becquer, Benito Perez Galdos, and Emilia Pardo Bazan.

470 Generation of 1898 (3)
A survey of major writers of the Spanish Generation of '98 including Antonio Machado, Azorin, Pio Baroja, and del Valle Inclan, and Unamuno.

480 Twentieth-Century Spanish Literature (3)
A survey of major writers of 20th Century Spain including Jose Ortega y Gassett, writers of the Generation of '27 such as Jorge Guillen, Pedro Salinas, Rafael Alberti, and Federico Garcia Lorca.

Latin Course Listing (LATN 000)

101-102 Elementary Latin (3, 3)
Introduction to the pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

201-202 Intermediate Latin (3, 3)
Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: Latin 101-102 or equivalent placement.

German Course Listing (GERM 000)

101-102 Elementary German (3, 3)
Introduction to the basic skill of the language—reading, writing, speaking, and aural comprehension.

201-202 Intermediate German (3, 3)
Continuation and review of German grammar; aspects of German culture. Prerequisites: German 101-102 or equivalent placement.

Government and Criminal Justice

Associate Professors:, Dr. Thornton (Director of Government Studies), Dr. Schroeder, Dr. King, Dr. Gay (Director of Criminal Justice)

Instructor: Ms. Cowling

Adjunct Professors: Mr. Combs, Mr. Cain, Mrs. Wood, Mr. Slattery, Dean Whichard, Mr. Woodlief

Requirements for a Major in Government (CIP 45.1001)
Candidates for a major in government must complete with a "C" average or better, at least 37 hours in government courses. Included in the 37 hours must be Government 260, at least three hours in public policy and administration (Government 334, 336, 337, 338, or 340), three hours in international studies (Government 343, Government 345, Government/History 403, or Government /History 448), three hours in political theory (Government/History 443, 445, 446, or 447), three hours of constitutional development (Government/History 449 or 450), and the four hour senior seminar (Government 451, 461, 471, 481).

Requirements for a Minor in Government
Students pursuing a minor in government must complete, with a "C" average or better, 24 semester hours of government courses, including Government 229, Government 230, and one course from at least three of the following four areas: public policy and administration; international studies; political thought; or constitutional development.

Pre-law with a Major in Government (45.1001/22.0001) or History (CIP 54.0101/22.0001)
Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government, History and Justice has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in government (political science) or history. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 6 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 3 hours of psychology, 6 hours of constitutional development, 6 hours of business and/or accounting classes, and 3 hours of advanced writing. The curriculum also includes Government 300, Introduction to Law, which is taught by faculty from the Norman Adrian Wiggins School of Law. To meet the foreign language requirement, pre-law students, though not required, are encouraged to take Latin.

Public Administration/Public Policy with a Major in Government (CIP 45.1001/44.0401)
The concentration in Public Administration/Public Policy is designed for those Government majors interested in pursuing graduate degrees in public administration and/or public policy, with the ultimate goal of working in either the public or non-profit sectors. The Government major takes the majority of the required 37 semester hours of government

courses in public administration and policy related courses. These include Internship (Government 454) and Senior Seminar (Government 481). In addition, the Public Administration/Public Policy student is required to take the following government courses: Public Budgeting (Government 334), Municipal Government (Government 337), Introduction to Public Administration (Government 338), Introduction to Public Policy (Government 340), and Ethics in Government (Government 339). Additional required non-government courses include Principles of Management (Business Administration 331), Human Resources (Business Administration 332), Introduction to Mass Communication (Communication 200) or Introduction to Public Relations (Communication 211), Principles of Sociology (Sociology 225) or Social Problems (Sociology 226), and Theater 115. Other strongly suggested government courses include The Presidency (Government 323), Congress (Government 324), Organization Theory and Behavior (Government/History 442), Constitutional Law I (Government 449), and Constitutional Law II (Government 450).

International Studies with a Major in Government (CIP 45.1001/45.0901) or History (CIP 54.0101/45.0901)

The program in International Studies adapts the government major by requiring more of the required 37 semester hours of government of history course focus on international relations. International Studies students are required to take Geography 113 or 114, Government 343, Government 345, Government/History 403, one of the Government/History 443, 445, 446, or 447 series, Government/History 448, Government/History 449 or 450, Religion 251, and Sociology 345. The students should advance through the 221/222 level of a foreign language and include an economics class in addition to the two required for the government major. Government majors with an International Studies concentration will complete Government 471 or 481 as their senior seminar, while History majors will complete History 451.

Requirements for a B.A. in Criminal Justice Administration (CIP 43.0103)

Students who wish to acquire a Bachelor of Arts degree with a major in Criminal Justice Administration must, in addition to the General College Curriculum, complete the following courses with a "C" average or better: CRIM 231, 232, 272, 280, 339, 360, 361, 362, 430, 440, 454, 481, and 3 hours of Criminal Justice electives from any of the following courses: CRIM 300, 310, 315, 420, 458, 470, or 475. Additionally, students must complete GOVT 229, 230, and 260; HIST 221 and 222; THEA 115; ECON 202; and 12 hours of electives. Criminal Justice majors are strongly encouraged to use their elective hours to select a minor or other concentration that is complementary to the field in which they wish to work. Electives should be selected in consultation with their adviser.

Requirements for a Minor in Criminal Justice Administration

Students who wish to minor in Criminal Justice Administration must complete the following courses with a "C" average or better: CRIM 231, 232, 270, 280, and 440, as well as GOVT 229. Additionally, students must complete 9 hours of electives from any of the following courses: CRIM 300, 310, 315, 339, 360, 361, 362, 420, 430, 470, or 475.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Government) (CIP 45.0101)

Candidates must complete, with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: 24 hours in government; 12 hours of history (111-112, 221-222); and six hours each in economics, geography, and sociology. Those government courses must include Government 229, Government 230, and one course each

in three of the four following areas: public policy and administration, international studies, political thought, or constitutional development.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Criminal Justice Administration) (CIP 45.0103)
Candidates must complete with a "C" average or better, at least 54 semester hours in the social sciences. These will include including Criminal Justice 231, 232, 270, 280, and 440. Additionally, students must complete 9 hours of electives from any of the following classes: Criminal Justice 310, 315, 360, 361, 362, 420, 430, 470, and 475. The student must complete 12 hours of history (111-112, 221-22) and six hours each in government (229 and another Government class), economics (223-224), and sociology (225 and a sociology elective).

Requirements for Teaching Licensure in Social Studies (CIP 13.1318)
Students majoring in Social Sciences (Concentration in Government) who desire licensure to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in government, 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. All prospective teachers must possess a 2.5 average overall in order to be admitted to the teacher education program where they will complete the School of Education requirements for licensure.

Double Major
Along with guidelines set forth in this catalog in the Chapter entitled "Academic Programs and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and possibly an additional seminar depending on the adopted curriculum (See your adviser).

Government Course Listing (GOVT 000)

229 The National Government (3)
This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. (Prerequisite for most government courses.)

230 State and Local Government (3)
This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: Government 229.

232 State Legislative Politics (3)
This independent course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and (for full credit) write a formal policy position paper. (Registration is by approval of the professor.)

260 Scope and Methods of Political Science (3)
An introduction to theory, hypothesis generation, data collection, data analysis, computer usage, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: Government 229 and Math 160.

300 Introduction to Law (3) (Hist 300, Crim 300)
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of juris prudence and legal studies. Prerequisites: Government 229, 230, and junior status.

306 World Civilization II (3) (Hist 306)
An introduction to the historical development of World Civilization from the Scientific Revolution to 2001. This class is not a substitute for Western Civilization but counts as a Non Western class. Prerequisite: History 111-112; History 221-222 are recommended.

315 The Cold War (3) (Hist 315)
An introduction to the Cold War era in 20th century East-West diplomatic history, with emphasis on the period 1945-1991. Prerequisites: Government 229 and History 112.

322 Latin America: An Area Study (3) (Hist 322)
An historical survey of the society, culture, and politics of the principal Latin American nations in the 20th century. The course will emphasize the national period and the intellectual, political, international, economic, and social course of contemporary Latin American history. Prerequisites: Government 229, History 112.

323 The Presidency (3) (Hist 323)
An interdisciplinary approach to the study of the United States Presidency. Prerequisite: Government 229.

324 Congress (3) (Hist 324)
An interdisciplinary approach to the study of the United States Congress. Prerequisite: Government 229.

334 Public Budgeting (3)
An in-depth study of public finance and budgeting; applications, systems, and impacts. Prerequisites: Government 229 and Government 230.

335 Congress and the Presidency (3) (Hist 335)
This course analyzes two of the major branches of our national government in terms of their structure, motivations, and processes, placing them within the context of the American political system. Prerequisite: Government 229

336 American Political Parties (3)
The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: Government 229.

337 Municipal Government (3)

The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: Government 230.

338 Introduction to Public Administration (3)
This course explores philosophies and processes of administration of public and quasi-public organizations as they manifest themselves in the American bureaucratic structure. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: Government 229 and 230.

339 Ethics in Government (3) (Crim 339)
This course will help students better understand the ethical and moral dilemmas pressed upon government in today's society. The most notable approaches to ethics, values, and morality in government by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral value systems. Prerequisites: Government 229 and 230.

340 Introduction to Public Policy (3)
This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical approaches. Prerequisites: Government 229 and 230.

342 Eastern Europe: An Area Study (3) (Hist 342)
A survey of the recent history, culture, politics, and political institutions of Eastern Europe and the Soviet successor states. Prerequisites: Government 229 and History 111-112.

343 Introduction to Comparative Foreign Government (3)
This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: Government 229.

345 International Relations (3)
An introduction to politics among nations. Emphasizing the historical development of the international state system, this course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law. Prerequisite: Government 229.

351 South Asia: An Area Study (3) (Hist 351)
An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and History 111-112.

352 East Asia: An Area Study (3) (Hist 352)
An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and

contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

353 Africa: An Area Study (3) (Hist 353)
A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

354 Southeast Asia: An Area Study (3) (Hist 354)
An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

357 The Middle East and North Africa: An Area Study (3) (Hist 357)
An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

402 American Economic History (3) (Hist 402)
This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: History 221- 222.

403 History and Politics of International Economic Relations (3) (Hist 403)
This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: History 112 and Government 345.

420 History of American Intelligence (3) (Hist 420)
This course will have students understand intelligence as it relates to American interests and national security. Prerequisites: Government 229 and History 222.

442 Organization Theory and Behavior (3) (Hist 442)
This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: Government 338 or 340.

443 Medieval Political Thought (3) (Hist 443, Phil 443)
A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas,

Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. Prerequisites: Government 229 and History 111.

445 Modern European Political Thought (3) (Hist 445, Phil 445)
This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 111-112.

446 American Political Thought (3) (Hist 446)
The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 221-222.

447 Ancient Political Thought (3) (Hist 447, Phil 447)
A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

448 Twentieth-Century American Foreign Policy (3) (Hist 448)
This course examines the origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

449, 450 The Development of the American Constitution (3, 3) (History 449, 450)
This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

451 Seminar on Constitutional Law (4)
This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisites: Government 449 or 450 and approval of the instructor.

454 Internship (3) (Hist 454, Crim 454)
An internship is a supervised work experience with selected law firms, public agencies, political campaign, noted public figures and non-profit agencies. Approval of instructor is required.

458 Mock Trials (4) (Hist 458, Crim 458)
This course will provide students with the fundamentals of courtroom proceedings. This will occur in conjunction with the annual Mock Trials case analysis and team development activities.

459 Contemporary Issues and Conferences (1-3) (Hist 459)
This course is designed to encourage student participation in such programs as the Model United Nations, Model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

460 Special Topics (3) (Hist 460)

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (By arrangement with the instructor.)

461 Seminar in Public Administration (4)
This seminar will allow students to integrate concepts and theories they have learned from earlier policy and administration courses as they complete an extensive case of study of some particular governmental policy area. This will include reading several well-known public administration theorists as well as criticism and analysis of research presented to the class. Prerequisites: Government 338 or 340, 441, and Senior status, with permission of the instructor.

471 Seminar in International Studies (4)
An in-depth examination of fundamental questions in international relations. These include causes and effects of armed conflict, both among and within states, the interaction of political and economic factors in shaping the international system, and the tension between economic development and environmental degradation at the global level. Students will write a seminar paper focusing on a selected aspect of these themes. Prerequisite: Permission of the instructor.

481 Seminar in Research and Writing
This seminar serves as the capstone course for students majoring in government, especially those intending to pursue post-graduation opportunities other than law school. Under the active guidance of a faculty director s tudents will conceive, develop, research, and write a substantial piece (40 pages) of scholarly work. Through this process, students will hone skills crucial to success in graduate school or the professional arena, to include: definition of an relevant and feasible research topic, identification and appropriate use of primary and secondary sources of information, effective organization and presentation of ideas and information, development and application of appropriate research methodology, analysis and interpretation of findings, and evaluation of policy implications. Prerequisite: Permission of the instructor

Criminal Justice Administration Course Listing (CRIM 000)

FNSC 101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives. Prerequisite: none.

231 Introduction to Criminal Justice (3)
This is a survey course designed to acquaint students with institutions and processes of criminal justice – police, courts, and corrections. Prerequisite: None.

232 Introduction to Criminology (3)

This course will provide an in-depth analysis of criminality, including the etiology (origin) of crime, and the extent and nature of crime within American society. The primary theories of criminality will be critiqued. Prerequisite: None.

270 Courts and Procedure (3)
This course is a study of the working and structure of the United States Court System. Students will study the federal court system as well as the North Carolina court system. Students will study the concepts of jurisdiction and appeals as well as the actual structure of a trial. Visits will be made to courtrooms within North Carolina. Prerequisite: None

280 Introduction to Law Enforcement (3)
This survey course will acquaint students with the various historical and operational aspects of the law enforcement process including an analysis of sevcral intractable and cndemic problems of policing a free society. Prerequisite: None.

300 Introduction to Law (3) (Govt 300, Hist 300)
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of juris prudence and legal studies. Prerequisites: Government 229, 230, and junior status.

310 Victimology (3)
This course will examine various issues attending victimology, including, but not limited to: critical issues in the measurement of victimization, victimization characteristics, the victim's role and experience in the criminal justice system, emerging victim compensation and restitution programs, domestic violence, how to prevent personal victimization, and issues of restorative justice. Contemporary political, philosophical, social, legal, and administrative issues facing victims will also be addressed. Prerequisite: Completion of at least 12 hours of criminal justice courses.

315 Youth at Risk (3)
This course will examine various issues surrounding youth-at-risk. This course will give students a better understanding of certain risk factors and characteristics of youth-at-risk, in addition to, the most significant problems faced by this population. Important concepts to be examined include: parental responsibility, learning disabilities, Internet dangers, peer pressure, school violence, and substance abuse. By the end of the course, students will be able to articulate how these elements play a role in youth becoming "at-risk." Prerequisite: Criminal Justice 231 and 232.

339 Ethics in Government (3) (Govt 339)
This course will help students better understand the ethical and moral dilemmas pressed upon governmental employees in today's society. The most notable approaches to ethics, values, and morality in government and criminal justice by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral values systems. Prerequisites: Government 229 and 230.

360 Criminal Justice Administration (3)
This course introduces students to issues involved in criminal justice administration, including organizational theory, awareness of how CJ organizations function within the system, the impact of politics and government on CJ operations, the importance of

competent leadership, and the endemic problems of fair and humane treatment in administering justice. Prerequisite: Criminal Justice 231.

361 Criminal Law (3)
Students are introduced to constitutional, criminal, and civil law as it is applied to the provision of justice in America. Prerequisites: Criminal Justice 231and Government 229.

362 Juvenile Justice (3)
This course will acquaint students with various theories of delinquency, street gangs, school violence, and the institutional and community-based approaches of dealing with juveniles. Prerequisites: Criminal Justice 231, 232.

420 Criminal Investigation (3)
This course will acquaint the student with the various procedures of basic criminal investigation. The course focuses on the techniques used by all investigators who are called upon to reconstruct major criminal offenses and collect evidence from crime scenes. Some criminalistic and forensic aspects will also be introduced. Prerequisite: Completion of at least 12 hours of criminal justice courses or permission of instructor.

430 Correctional Philosophies and Issues (3)
An in-depth survey of correctional philosophies and issues, including discussion of how philosophies have been translated into policies that favor incarceration. The impact of societal structures, organizations, and beliefs will be discussed in relation to the formulation and execution of correctional philosophies. Prerequisites: Criminal Justice 231 and 360, or permission of instructor.

440 Theory of Justice (3)
This course will give students an understanding of the major endemic controversies surrounding the field of criminal justice. Included will be an in-depth critical analysis of how world-views are formed, what dose a Christian view of justice entail, and how that view of justice differs from both classical or contemporary views of justice. Additionally, various policy developments that focus on particular criminal justice issues will be examined. Prerequisites: Criminal Justice 231 and 232.

454 Internship (3) (Govt 454, Hist 454)
An internship is a supervised work experience with selected law firms, law enforcement agencies, correctional agencies, or non-profit organizations, designed to give students actual experience in a particular area of criminal justice. (Open only to Criminal Justice majors with approval of the professor.)

458 Mock Trials (4) (Govt 458, Hist 458)
This course will provide students with the fundamentals of modern trial advocacy. This will occur in conjunction with the annual Mock Trials case analysis and team development activities. (Open to all majors; permission of the instructor required).

460 Independent Study (3)
Independent study of special topics is established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (By arrangement with the instructor).

470 Critical Issues in Criminal Justice (3)

The focus of this course varies from year to year, but selected topics will address endemic and/or emerging issues related to criminal justice. The course will allow students to extensively study and critically analyze a topic of high interest related to the field of criminal justice and justice administration. Examples of focus topics include, but are not limited to, are police tactics, domestic violence, the media and violence, serial killers, criminal profiling, community-oriented policing, private security, race and crime, critical issues in policing, and organized crime. Prerequisite: Completion of at least 12 hours of criminal justice courses or permission of instructor. Student may take this course twice for a total of 6 hours toward graduation.

475 Terrorism (3)
This course examines terrorism and the response of the American government and society to this threat (i.e., counterterrorism). Students will explore broad themes and topics relevant to terrorist attacks, including but not limited to: defining terrorism, historical terrorism, religious terrorism, domestic terrorism, terrorist motives, strategies, & organizations, use of weapons of mass destruction, strategies for combating terrorism, intelligence issues, threat assessment, and anti-terrorism awareness training. The goal of the course is to develop a shared understanding of the complexity of terrorism and to develop an intellectual framework that can assist in understanding this critical subject. Prerequisite: junior or senior status or permission of instructor.

481 Seminar in Criminal Justice (4)
This is a capstone course that requires seniors to use theoretical perspectives from criminology and other criminal justice-related areas to formulate a policy-related question pertaining to the study of crime, criminality, and responses to crime and criminality. The student will develop a research topic, develop and administer a survey instrument, collect and analyze data, and prepare an executive summary paper and PowerPoint presentation to report the findings of their research. Skills and concepts developed in previous classes form the foundation for this course. Prerequisites: Criminal Justice 231, 232, 440, Government 260 and Senior Status.

History and Geography

Associate Professors: Dr. Martin (Government, History, and Justice Department Chair), Dr. Johnson (Director of Historical Studies), Dr. McNair, Dr. Platt

Assistant Professor: Dr. Stanke

Adjunct Professors: Dr. Barge, Dr. Faulkner, Ms. Davis, Mr. Lloyd, Mr. Melvin, Dr. Mercogliano, Mr. Nathaniel, Mr. Slattery, Mr. Tuck

Requirements for a Major in History (CIP 54.0101)
Candidates for the major in History must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include History 111-112, History 221-222, History 444, History 451, and at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history. Candidates must, in addition, complete the following related courses: Government 229, Economics 223 and 224 (American Economic History may be substituted for the latter), and Geography 114. History majors should fulfill the college mathematics requirement by taking Mathematics 111 and Mathematics 160.

Requirements for a Minor in History
Students pursuing a minor in history must select a focus and complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including History 111, 112, 221, and 222. Those pursuing a minor in history must also focus at least 6 semester hours on upper-division (300 and 400 level) courses in one of three areas: U.S. history; European history; Non-Western history.

Pre-law with a Major in History (CIP 54.0101/22.0001) or Government (45.1001/22.0001)
Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government, History and Justice has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in government (political science) or history. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 6 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 3 hours of psychology, 6 hours of constitutional development, 6 hours of business and/or accounting classes, and 3 hours of advanced writing. The curriculum also includes Government 300, Introduction to Law, which is taught by faculty from the Norman Adrian Wiggins School of Law. To meet the foreign language requirement, pre-law students, though not required, are encouraged to take Latin.

International Studies with a Major in History (CIP 54.0101/45.0901) or Government (CIP 45.1001/45.0901)
The program in International Studies adapts the government major by requiring more of the required 37 semester hours of government of history course focus on international relations. International Studies students are required to take Geography 113 or 114,

Government 343, Government 345, Government/History 403, one of the Government/History 443, 445, 446, or 447 series, Government/History 448, Government/History 449 or 450, Religion 251, and Sociology 345. The students should advance through the 221/222 level of a foreign language and include an economics class in addition to the two required for the government major. Government and History majors with an International Studies concentration will respectively complete Government 481 or History 451 as their senior seminar.

Requirements for a B.S. with a Major in the Social Sciences (Concentration in History) (CIP 45.0101)
The candidate must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, geography, and government. In addition to History 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: U.S. history; European history; Non-Western history.

Requirements for Teacher Licensure in Social Studies (CIP 13.1318)
Students majoring in either history or the social sciences (history) who desire licensure to teach social studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least twenty-four semester hours in history and 6 semester hours each in economics, geography, government and sociology. For the specific courses required, the candidate seeking licensure should consult both the appropriate departmental bulletins and the School of Education. All prospective teachers must possess a 2.5 average overall in order to be admitted into the teacher education program, where they will complete School of Education requirements for licensure.

Double Major
Along with guidelines set forth in this catalogue in the Chapter entitled "Academic Program and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and (3) possibly an additional seminar depending on the adopted curriculum (See your adviser).

Geography Course Listing (GEOG 000)

113 Introduction to Geography (3)
A survey of the natural landscape and the forces acting upon it. The course provides an introduction to geological and meteorological processes affecting the earth, as well as addressing the political, economic, and social changes influenced by geographic movements.

114 World Regional Geography (3)
The basic objective of this course is to analyze various world regions with respect to the influence of physical and cultural environments in both spatial and temporal contexts.

History Course Listing (HIST 000)

111, 112 Western Civilization (3,3)

This survey of Western Civilization from ancient times to the present gives attention to the origins of civilization and relations between the Western and non-Western areas of the world.

Hon 211, 212 (3,3)
Honors 211 and 212 will introduce the history of Western thought and civilization to Honors Program students through original works (in modern translation). These courses will also emphasize the development of Christianity within the history of Western culture and thought. Honors 211 and 212 will have a historical framework, but will also give consideration to developments in the arts and sciences as well. Honors courses, when taught through this department, may, at the discretion of the chairman, substitute for courses of substantial equivalency.

221, 222 United States History (3,3)
With special attention to the development of national politics and governmental institutions, the growth of the nation's economy, the American diplomatic tradition, and the evolution of American society, this course surveys United States history from the early American pre-colonial period to the present. Prerequisites: History 111-112.

230 Sports History (3) (Exer230)
The history and development of American sports programs and events from early America through the current period. Prerequisites: History 111-112.

300 Introduction to Law (3) (Govt 300, Crim 300))
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of legal studies. Prerequisites: Government 229, 230, and junior status.

305 World Civilization I (3)
An introduction to the historical development of World Civilization from its pre-history and ancient beginnings to the early modern age. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: History 111-112; History 221-222 are recommended.

306 World Civilization II (3) (Govt 306)
An introduction to the historical development of World Civilization from the Scientific Revolution to 2001. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: History 111-112; History 221-222 are recommended.

310 The American Military Experience (3) (MSci 310)
This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: History 111-112; History 221-222 recommended.

315 The Cold War (3) (Govt 315)
An introduction to the Cold War era in 20th century East-West diplomatic history, with emphasis on the period 1945-1991. Prerequisites: Government 229, History 112.

322 Latin America: An Area Study (3) (Govt 322)

An historical survey of the selected Latin American nations through the 20th century, the course will emphasize the national period and the intellectual, political, social, international, and economic facets of contemporary Latin America. Prerequisites: Government 229 and History 112.

323 The Presidency (3) (Govt 323)
An interdisciplinary approach to the study of the United States Presidency. Prerequisite: Government 229.

324 Congress (3) (Govt 324)
An interdisciplinary approach to the study of the United States Congress. Prerequisite: Government 229.

325 Modern Germany (3)
A historical survey of early and modern Germany; emphasis will be placed on changes with regard to culture, economy, society, and political systems. Prerequisites: History 111-112.

331 History of North Carolina (3)
With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: History 221 or 222.

332 North Carolina: Its Geography and People (3)
With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: History 221or 222.

334 American Christianity (3) (Relg 334)
A study of the history, ideas, and influences of Christianity in America. Prerequisites: History 221-222.

335 Congress and the Presidency (3) (Govt 335)
This course analyzes two of the major branches of our national government in terms of their structure, motivations, and processes, placing them within the context of the American political system. Prerequisite: Government 229.

336 General Church History (3) (Relg 336)
Historical study of the major movements and ideas in the church. Prerequisites: History 111-112.

340 Ancient Greece and Rome (3)
A survey of ancient Greece and Rome and their great traditions of democracy, monarchy, philosophy, art, architecture and drama. Students analyze the development of Greek civilization, from the rise of the city-state system, the golden age of Athens and Sparta, concluding with the Greek Empire created by Alexander the Great. Students also address the formation of the Roman Republic, its conquest of Mediterranean world, its ultimate collapse and the rise of the Roman Empire. Prerequisites: History 111-112.

342 Eastern Europe: An Area Study (3) (Govt 342)

A survey of both the recent history, culture, and polities and the political institutions and processes of Eastern Europe and the Soviet successor states. Prerequisites: Government 229 and History 111-112.

343 Medieval England (3)
This survey of the history of the British Isles from the earliest times to around A.D.1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: History 111-112.

344 Stuart England (3)
This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: History 111-112.

350 Renaissance and Reformation (3)
A survey of these two movements that dramatically altered the course of Western History and mark the transition from the Middle Ages to the Early Modern Period. Students analyze the intellectual history of these movements, as well as the political and economic changes of the age, and the tremendous religious upheavals of the sixteenth century. Prerequisites: History 111-112.

351 South Asia: An Area Study (3) (Govt 351)
An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and History 111-112.

352 East Asia: Area Study (3) (Govt 352)
An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

353 Africa: An Area Study (3) (Govt 353)
A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

354 Southeast Asia: An Area Study (3) (Govt 354)
An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

357 The Middle East and North Africa: An Area Study (3) (Govt 357)
An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

359 The Colonial and Revolutionary Periods in American History (3)
Beginning with the voyages of discovery and ending with the Battle of New Orleans, this course emphasizes the development of political, economic, and social institutions as well as the changes that took place during the Colonial and Revolutionary periods. Prerequisite: History 221.

362 The Old South (3)
This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: History 221.

363 The Civil War (3)
This course examines the Civil War - Reconstruction period from political, social and economic perspectives. Prerequisite: History 221.

364 The New South (3)
A survey of the economic, social, and political development of the Southern United States since 1870. Prerequisites: History 221-222.

400 Early Modern Europe—1648 to 1815 (3)
A survey of European History from the Treaty of Westphalia to the end of the Napoleonic era, with special attention paid to the major developments of the time, including the Revolution in England, Louis XIV, Old Regime Europe, the Enlightenment, the French Revolution and the rise and fall of Napoleon. Prerequisites: History 111 - 112.

402 American Economic History (3) (Govt 402)
This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: History 221-222.

403 History of Politics of International Economic Relations (3) (Govt 403)
This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: History 112 and Government 345.

420 History of American Intelligence (3) (Govt 420)
This course will have students understand intelligence as it relates to American interests and national security. Prerequisites: Government 229 and History 222.

433 The United States in the 19th Century (3)
This colloquium reviews the 19th century sectional crisis, the continuity of the nation's 19th-century development, the period from the Age of Jackson to the Populist Revolt. Prerequisite: History 221-222.

434 The United States in the 20th Century (3)
This colloquium will examine the period from Progressivism to the Great Society, and will consider topics selected from the principal economic, social, and political developments

that have shaped the history of the United States in the 19th and 20th centuries. Prerequisites: History 221-222.

441 Western European Area Study (3)
A survey of the recent history, culture, and politics of Western Europe. Prerequisites: Government 229 and History 111-112.

442 Organizational Theory and Behavior (Govt 442)
This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: Government 338 or 340.

443 Medieval Political Thought (3) (Govt 443, Phil 443)
A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers, as well. Prerequisites: Government 229 and History 111.

444 Modern Europe (3)
A survey of the recent history, culture, and politics of Twentieth Century Europe from the First World War to the end of the Cold War and the collapse of communism. Prerequisites: Government 229 and History 111-112 (is to be taken prior to the seminar in History, History 451).

445 Modern European Political Thought (3) (Govt 445, Phil 445)
The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 112.

446 American Political Thought (3) (Govt 446)
The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical and philosophical background. Prerequisites: Government 229 and History 111-112.

447 Ancient Political Thought (3) (Govt 447 and Phil 447)
A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

448 American Foreign Policy in the Twentieth Century (3) (Govt 448)
This course examines origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

449-450 The Development of the American Constitution (3,3) (Govt 449-450)
This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

451 Seminar: Historiography and Historical Writing (4)
The course combines readings from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of **all** history majors. (Approval of the instructor is required, plus History 111-112 and 444.)

453 Methods of Teaching Social Studies (1.5)
A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to students seeking North Carolina teaching licensure.)

454 Internship (3) (Govt 454, Crim 454)
The internship program is a supervised work experience with selected public or private agencies, museums, archives, or similar institutions and activities with a historical purpose. (Approval of the instructor is required.)

459 Contemporary Issues and Conferences (1-3) (Govt 459)
This course is designed to encourage student participation in such programs as the Model United Nations and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

460 Special Topics (3)
Special Topics is a tutorial course established at the request of the student and an agreement with a faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor).

Honors Program

Directors: Dr. Ortiz, Dr. Tate

The Honors Program Statement of Purpose

The Honors Program at Campbell University exists to enrich the educational experience of students whose academic successes and demonstrated character indicate that they are likely to benefit from the additional challenges of an enhanced course of study. The Honors Program builds on the standard curriculum in two related ways. First, it fosters the intellectual growth of honors students by expecting that they demonstrate both broad knowledge and deep understanding. Honors students demonstrate breadth of knowledge in a general way by maintaining a high level of success in all of their classes. In addition, they participate in academically challenging classes designed especially for the Honors Program which emphasize, by means of interdisciplinary presentation, the integral relatedness of all knowledge. Students finish these classes more fully aware that the abstractions of philosophy may have very practical historical consequences, for example, or that literary works may influence developments in the natural sciences. Because they develop particular topics in greater detail than similar courses in the standard curriculum do, these classes also require that honors students gain depth of understanding. To put it another way, they ask students to grapple with the complexity that characterizes much of human experience.

Because wholeness of life involves more than intellect, however, the Honors Program fosters a second area of growth in students, growth towards the maturity of character that serves others. This area of growth involves, first, an awareness that human beings, in addition to being intellectual beings, are also social and cultural. The Honors Program enriches the social experience of students by encouraging honors students to recognize themselves as members of a community through making it possible for them to meet socially. In addition to such informal social events as picnics and study sessions, these social occasions include more formal cultural opportunities, such as together attending a Shakespeare play. These events are meant to be enjoyed, of course, but also to make students more aware that they are participants in a society, a culture, and a community involving others.

Integrity of living further requires gratitude and service. The Honors Program expects honors students to recognize and act on an awareness that their natural gifts and their practiced skills have not been developed in isolation, but in community. When students are able to see that they are part of a community, they are more likely to take seriously the claims of that community on their lives. Family, friends, faith communities, and teachers have all contributed in their various ways to the successes of most students. Honors students recognize, in other words, that their intellectual and personal gifts come with responsibilities; they work to fulfill these responsibilities by serving as leaders among their peers and by giving personal time to others (in missions or tutoring or other community service). Through their participation in service activities, honors students practice their commitment to the good of others and express gratitude for the good they have received. These service activities round out the learning experience of honors students; through working for others, being exposed to new situations, and interacting with people they might not otherwise meet, students will learn about themselves and their world in ways that build on and balance classroom learning.

While the honors program exists primarily as a means of enhancing the learning and service opportunities of motivated and gifted students, it also benefits the broader

University community. Because the program actively invites faculty to design creative and challenging courses for the honors student, it encourages every faculty member to think about his or her teaching subject in fresh ways. Professors who teach in the program profit from the chance to develop and teach their ideas to a select group of motivated learners. In addition, the interdisciplinary emphasis of the program promotes faculty dialogue as professors look beyond their own specialties and beyond their own departments for support in developing the honors courses.

These benefits for faculty will ultimately enrich the learning of the student body at large; ideally, professors who have taught in the honors program will bring to their other classes the fresh insights they have developed as well as new perspectives that may be suggested to them by the honors students. The honors students also, as they interact with other students, are likely to challenge and encourage them, both academically and with respect to service opportunities, making their own contribution to the general student population. Ideally, honors students will continue to interact positively with the communities they are part of away from campus and after graduation—in their churches, home towns, graduate programs, and professional lives—making them, in these communities, ambassadors for Campbell University.

The Honors Program Requirements

For Admission into the Program:

- As an incoming freshman:
  - High school GPA=4.0 or higher
  - SAT=1100 or higher
- As a second-semester freshman or transfer student:
  - College GPA=3.25 or higher
  - Letter of recommendation from faculty

For Continuance in the Program:

- Maintain a college GPA=3.25 or higher
- Successful completion of courses in the Honors Curriculum
- Participation in community service:
  - At least one group service activity per semester (or an equivalent acceptable to the committee)
  - Individual service hours on the following per-semester schedule:
  - 2 group activities (8-12 hours) + 12 hours individual service=20-24 hours/semester
    OR 1 group activity (4-6 hours) + 20 hours individual service=24-30 hours/semester
- Participation in social events (one of two scheduled each semester)

The Honors Program Curriculum

Over the course of several years, the Honors Curriculum Committee has worked to establish a curriculum which would accomplish the goals of the program and fulfill the needs and interests of both students and faculty. The results of this work, as outlined below, define a program that is innovative, integrative, and challenging. This curriculum

very deliberately incorporates the Campbell University Statement of Purpose and, in doing so, provides students in the program with an opportunity unique to Campbell.

Freshman year:

First Semester—HONOR 101, Honors Orientation Seminar I (1 credit hour)
Second Semester—HONOR 102, Honors Orientation Seminar II (1 credit hour)

Sophomore and Junior years: Four upper level Honors courses, seminar-style, special topics courses, usually emphasizing interdisciplinarity and integration (two credit hours each; eight hours total)

First Semester—HONOR 250 (2 credit hours) or HONOR 350 (2 credit hours)
Second Semester—HONOR 251 (2 credit hours) or HONOR 351 (2 credit hours)

Although it is recommended that these courses be taken during the Sophomore and Junior years, students may elect to take one of these courses during the freshman year or to postpone one course until the senior year, as circumstances and schedule warrant.

Senior year:

First Semester—HONOR 401, Honors Program Thesis (1-3 credit hours)
Second Semester—HONOR 402, Honors Program Senior Seminar (1-3 credit hours)

Honors Program Course Listing (HONOR 000)

101 Honors Orientation Seminar I (1)
A discussion-based class introducing students to integrative thinking within a broadly-based Christian worldview.

102 Honors Orientation Seminar II (1)
A continuation of HONOR 101.

250 Honors Intermediate Special Topics (2)
An n intermediate seminar style course on a special topic approved by the Honors Program Committee.

251 Honors Intermediate Special Topics (2)
An n intermediate seminar style course on a special topic approved by the Honors Program Committee.

350 Honors Advanced Special Topics (2)
An n advanced seminar style course on a special topic approved by the Honors Program Committee.

351 Honors Intermediate Special Topics (2)
An n advanced seminar style course on a special topic approved by the Honors Program Committee.

401 Honors Program Thesis (1)
A special project, possibly (though not necessarily) involving a topic in the student's major, designed by the student and a faculty mentor, in consultation with the Honors Curriculum Committee.

402 Honors Program Senior Seminar (1)
A seminar-style "exit" course, incorporating student presentation of projects completed for HONOR 401.

Mass Communication

Assoeiate Professors: Dr. Smith (Chair), Dr. Johnson

Assistant Professor: Dr. Farmer

Adjunct Instruetors: Mr. Autry, Mr. Clark, Mr. Cordle, Ms. Masley, Mr. Mitchell, Mr. Stump, Ms. Griffin, Mr. Boatwright, Ms. Nelson, Mr. Cole

The Department of Mass Communication prepares students to explore mass media as thinkers and praetitioners. Students ean specialize in traditional areas sueh as electronic media, public relations, advertising, and journalism or engage in a eombination of traeks as a generalist. The program examines ideas such as the role of faith in eommunieation, the nature of good communication and strategies to excel in a mediated world. In addition, the department offers eourses in photography, Internet researeh, Web page design and other applied topics.

Requirements for a Major in Mass Communication
Mass Communieation majors may speeialize in one of four areas or sequences: electronie media (radio, television and other eleetronie media), publie relations (internal and external), advertising (aecount serviees and ereative serviees) journalism (newspaper and magazine), or they may study a eombination of traeks as a generalist interested in eonvergenee media. As stated in the general academic regulations, mass eommunieation majors must have a "C" or better in eaeh eourse in the major.

Advertising (CIP 09.0903)

Core: COMM 150, 160, 170, 370, 390 and 470
Concentration Introduetion: COMM 213
Produetion Segment (one of the following courses): COMM 227, COMM 327/327L or COMM 381
Writing Segment: COMM 223
Research Segment (one of the following courses): COMM 310 or 380
Departmental Eleetives: Six hours of mass eommunieation eourses at the 200-level or higher, with at least three hours at the 300-level or higher.

Electronic Media (CIP 09.0701)

Core: COMM 150, 160, 170, 370, 390 and 470
Coneentration Introduetion: COMM 207
Produetion Segment (one of the following eourses): COMM 227 or COMM 327/327L
Writing Segment: COMM 217
Researeh Segment (one of the following eourses): COMM 310 or 380
Departmental Electives: Six hours of mass eommunication courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Generalist (CIP 09.01999)

Core: COMM 150, 160, 170, 370, 390 and 470
Coneentration Introduction: (one of the following eourses): COMM 207, 211, 212 or 213
Produetion Segment (one of the following eourses): COMM 227, COMM 327/327L or COMM 381

Writing Segment: (one of the following courses): COMM 217, 222, 223 or 251
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of mass communication courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Journalism (CIP 09.0401)

Core: COMM 150, 160, 170, 370, 390 and 470
Concentration Introduction: COMM 212
Production Segment (one of the following courses): COMM 312, COMM 242 or COMM 272
Writing Segment: COMM 222
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of mass communication courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Public Relations (CIP 09.0902)

Core: COMM 150, 160, 170, 370, 390 and 470
Concentration Introduction: COMM 211
Production Segment (one of the following courses): COMM 227, COMM 327/327L or COMM 381
Writing Segment: COMM 251
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of mass communication courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Requirements for a Minor in Mass Communication

A minor in mass communication requires the completion of a sequence core and fifteen additional hours of approved courses in that sequence.

Mass Communication Course Listing (COMM 000)

150 Introduction to Mass Communication (3)

This course builds on the origins and structures of mass media, their roles in society, and selected theories of mass communication.

160 Speech for Mass Communication (3)

Presentational skills, voice and diction for the mass media professional. Students will complete three speaking performances.

170 Writing for the Mass Media (3)

This course is designed to help students master the fundamentals of writing for the mass media and includes instruction in grammar, spelling, punctuation, and word usage. Writing for the media differs from other forms of conventional writing. This course is devoted to helping students understand the power of language by focusing on sentence structure and emphasizing clarity, conciseness and unity. (A lab fee is required.)

207 Introduction to Electronic Media (3)

A survey of radio and television, which includes the history of the industries, programming, sales, management and regulation. This course is a prerequisite for all other broadcast courses. Prerequisites: COMM 150, 160 and Co-requisite: COMM 170.

211 Introduction to Public Relations (3)
Introduces students to the body of knowledge underlying the public relations process, explores the role of public relations in contemporary American society, and examines both the job skills utilized in the field and the job assignments of public relations professionals. This course is a prerequisite for all other public relations courses. Prerequisites: COMM 150, 160 and 170.

212 Introduction to Journalism (3)
This course emphasizes the basic skills of journalism. Through a variety of practical exercises, students are taught to recognize, understand, report, and write news. The Associated Press Stylebook is emphasized. This course is a prerequisite for all other print media courses. (A lab fee is required.) Prerequisites: COMM 150, 160 and 170.

213 Introduction to Advertising (3)
This course exposes the students to the basics of advertising: history, theory, practice, and ethics. The students will also examine types of advertisers and methods of advertising. This course is a prerequisite for all other advertising courses. Prerequisites: COMM 150, 160 and 170.

217 Writing for Electronic Media (3)
In this course, students will examine the process used in aspects of broadcast writing: concept development, script/storyboard preparation and message propagation. (A lab fee is required.) Prerequisite: COMM 207.

221 Web Page Design (3)
This lab/course examines the principles and techniques of effective Web page design. The topics include HTML, and Photoshop. During the course, students will create and display their Web pages on the Internet. (A lab fee is required.)

222 Reporting (3)
This course emphasizes the basic skills needed in entry-level reporting positions with newspapers. The areas covered in the course include information gathering, news judgment, documentation, and news writing. (A lab fee is required.) Prerequisite: COMM 212.

223 Advertising Copy Writing (3)
This course is designed to help the student develop the practical and creative skills required to write advertising. (A lab fee is required.) Prerequisite: COMM 213.

227 Radio Production (3)
Among the subjects covered in this course are equipment operation, field and studio recording, editing, and production techniques. The students are required to produce a variety of radio programming elements. (A lab fee is required.) Prerequisite: COMM 217.

233 Introduction to Photography (3)
The course introduces the student to the basics of 35mm photography. The course will examine camera and film basics, shooting, lighting, production, and the development of 35mm film. Students must provide their own 35mm SLR camera. This course is a prerequisite for all other photography courses. (A lab fee is required.)

237 Electronic News Gathering (3)

Through this course, students develop the basic skills required to operate portable television equipment and linear video editing systems. Emphasis is on the process of shooting and editing a television news story. (A lab fee is required.) Prerequisite: COMM 217.

240 Interpersonal Communication (3)
This course is designed to develop an understanding of the complexity of being "in relation" with others through a theoretical lens. Students will be exposed to a variety of interpersonal communication theories, concepts, and research findings in this course, and asked to apply them to different contexts, including using interpersonal concepts in mass media environments.

242 Features (3)
Examines the special requirements of magazine and newspaper feature writing. The course includes the recognition, shaping, reporting, and writing of feature ideas in a publishable form. (A lab fee is required.) Prerequisite: COMM 212.

243 Computer-Based Graphic Design (3)
In this course, students will learn how to use the computer as a graphic illustration and design tool. The course concentrates on the use of the CorelDraw software package. The course will cover logotype design, illustration, graphics, type manipulation, and the creation of original art with the computer. (A lab fee is required.)

247 Broadcast Sales and Advertising (3)
Explores the process of planning, creating, and selling broadcast advertising. The course covers salesmanship and the creative and technical production processes. During the course, the students prepare a broadcast sales plan. Prerequisite: COMM 207 or COMM 213.

251 Public Relations Writing (3)
Study of the reasons for and use of various styles of writing utilized in public relations, and intensive writing practice using microcomputers. Course emphasis is on style, message clarity and appropriateness. (A lab fee is required.) Prerequisite: COMM 211.

253 Visual Communication within Mass Communication (3)
This course examines the use of aural and visual imagery to communicate information that informs, entertains, persuades and sells. The course includes various forms of mass communication, including print, broadcast, new media, as well as non-traditional methods of communication. Prerequisites: COMM 150, 160 and 170.

272 Copy Editing (3)
This practical course is designed to teach students basic copy editing skills. Students are taught news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. Prerequisite: COMM 212.

298 Independent Study in Communication (3)
Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisite: Must have permission of department to enroll.

299 Special Topics in Communication (3)

A special projects course to be utilized for guided research or experimental classes at the sophomore level concerning a topic determined by the instructor. Prerequisite: Must have permission of the instructor to enroll.

302 Sports Reporting (3)
This course is designed to train students in the basics of broadcast sports reporting. The course will cover sports gathering/writing, sports presentation skills, sports production and sportscast production. At the end of this course, the student should be able to locate and cover local and campus sports events, write original sports stories, conduct/produce an interview, and assist in the production of a game broadcast. Registration requires permission of the professor. Prerequisites: COMM 150, 160 and 170.

303 Media Buying (3)
This course examines audience estimates and the purchasing of media space and time. It includes the study of survey research, frequency and quintal distribution, interpretation of statistical data, demography, and psychographics. Prerequisite: COMM 213.

310 Research Methods in Mass Media (3)
This course explores the central role of research in effective mass communication. The structure of the course is designed to aid students in understanding and applying research, hypothesis development, research project design, instrument design, data acquisition, analysis, interpretation, application and evaluation. The course will emphasize the uses of research in advertising, electronic media, journalism, and public relations. Prerequisites: COMM 150, 160 and 170.

311 Introduction to Persuasion (3)
This course is the study of persuasion as an influencing agent upon human behavior. It will utilize the critical method to evaluate persuasion and persuasive campaigns.

312 Advanced Journalism (3)
This course emphasizes specialized reporting skills and techniques. Students will learn advanced skills in interviewing, observing, and conducting surveys. Students will be exposed to the basics of interpretive, analytical, and investigative reporting. (A lab fee is required.) Prerequisite: COMM 212.

313 Advanced Photo Production (3)
This course builds on the skills covered in the basic photography class. The course covers medium format, portrait and color photography. The students work with a large variety of complex photographic equipment. (A lab fee is required.) Prerequisite: COMM 233.

327 Television Production (3)
This course examines the basic elements of studio television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take COMM 327 and COMM 327L during the same semester. Prerequisite: COMM 217.

327L Television Production Lab
During the lab sessions, the students will work with studio cameras, audio equipment, lighting grid, switcher, VTR's, and character generator to produce a variety of video programs. Students must take COMM 327 and COMM 327L during the same semester. (A lab fee is required.)

347 Digital Video Production (3)
Scripting, producing, directing, and editing of longer form, non-news television programs using the tools of digital electronic field production (EFP). Lectures and arranged labs teach the fundamentals of EFP camera operation, lighting, audio, digital editing, and other post-production tools. Each student will participate in origination of two portfolio-worth video productions. Prerequisite/Co-requisite: At least one of the following: COMM 217, or permission of the instructor. (A lab fee is required.)

361 Advanced Web Page Design (3)
This lab/course builds on the skills developed in basic Web page design. The sites developed in this course use the latest production techniques and Internet developments. (A lab fee is required.) Prerequisite: COMM 221.

362 On-Line Mass Communication (3)
This course will acquaint students with the various implications of the Internet as the newest mass medium. Students will learn how media outlets, both print and broadcast, are using the Internet and what makes for successful, popular media Web sites. They will also learn how the Internet is evolving as a mass medium, much the same way other media technologies have diffused throughout society. (A lab fee is required.) Prerequisite: COMM 221.

370 Issues and Ethics in Mass Communication (3)
Examines some of the major issues faced by professionals in the mass media industries. The issues covered include defamation, regulation, public service, media ownership, and ethical codes. Prerequisites: COMM 204, 211, 212 or 213.

372 Photojournalism (3)
This course explores the theory and practice of producing news events and feature photographs. Special attention is paid to news gathering, composition, working under difficult situations, and ethics. Students must provide their own 35mm SLR camera. (A lab fee is required.) Prerequisite: COMM 233.

373 Advanced Computer Graphic Design (3)
This course builds on the fundamentals of computer-based graphic design covered in 243. The course concentrates on the use of the Adobe Photoshop software package. This more advanced course emphasizes the use of sophisticated raster-based and vector-based graphic design and illustration programs. The course also explores the appropriate use of special effects, filters, and manipulation techniques in communication of information. Prerequisite: COMM 243.

380 Qualitative Research Methods (3)
This course will acquaint students with theoretical perspectives that underpin qualitative study of mass communication phenomena and the specific approaches to conducting research that have grown out of those perspectives. Students will have the opportunity to experience the collection of capta/data for mass communication research by engaging in participant observation research. Emphasis will be on observing and interviewing in a field setting. Prerequisites: COMM 150, 160 and 170.

381 Publication Design (3)
This course emphasizes the development of basic design skills. The course will cover the creation of basic and advanced publication formats, such as multi-fold pamphlets and

brochures, newsletters, logotypes, and small-format newspapers. (A lab fee is required.) Prerequisites: COMM 207, 211, 212 or 213.

382 Journalism History (3)
This is a survey course designed to enable students to become conversant with the people, events, trends and ideas that have contributed to journalism as it is practiced in American society. As part of this analysis, the social, political and intellectual environment will be included, as journalism does not operate in a vacuum. Students will be introduced to the theoretical and methodological perspectives and tolls that historians use in their analysis and evaluation of historical research. Prerequisites: COMM 150, 160 and 170.

390 Organizational Communication (3)
This course will examine the principles of organizational communication, focusing on mass mediated contexts. Students will understand the foundations of organizational communication in organizational theory, the relationship of communication, interpersonal relationships and media, the dynamics of organizational culture with applications to mass communication and media industries. Prerequisites: COMM 207, 211, 212 or 213.

401 Problems in Public Relations (3)
This course will help students with organizational change, the philosophy of systems, cultural as well as functionalistic philosophy of public relations and communication management and conceptualize a unifying public relations and communication management theory. The course will help students enhance skills to overcome current public relations and communication management problems. Prerequisite: COMM 211.

410 Media Criticism (3)
This course will acquaint students with theoretical perspectives about the sources, effects, and idcologies of the information media; teach students how to formulate and evaluate theory-based research questions concerning aspects of the information media; and help students conduct an in-depth academic research project on an information media phenomenon. This course is designed to improve student skills in the analysis and performance of contemporary public argument. Prerequisites: COMM 207, 211, 212 or 213.

420 Mass Media Law (3)
This seminar course examines the legal concepts that shape the development and operation of each mass media industry. Further, the course will explore the legal concepts of greatest concern to professionals in advertising, broadcasting, print media and public relations. Registration requires the permission of the professor. Prerequisites: COMM 150, 160 and 170.

450 Internship (3)
A supervised off-campus work project with an approved agency. Through the internship, students gain practical skills, employment contacts and work experience. Prerequisites: COMM 150, 160 and 170, a major GPA of 3.0 and an overall GPA of 2.5, Junior Standing and approval of the department's internship coordinator.

470 Capstone Seminar (3)
This capstone is the culmination of the soon graduating students' education in communication. It provides an opportunity for them to showcase the skills they have gained and the concepts they have learned. They will work together in a cross-sequence

project. The campaign they produce will provide them with material for their portfolios as evidence of their abilities. Prerequisite: All other required communication courses at 200 and 300 level.

471 Newspaper Practicum (1)
472 Newspaper Practicum (2)
473 Newspaper Practicum (3)
Students gain practical skills and work experience with the campus newspaper, *The Campbell Times.* Staff members serve in editorial, reporting, or sales positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

476 Yearbook Practicum (1)
477 Yearbook Practicum (2)
478 Yearbook Practicum (3)
The University's yearbook, *The Pine Burr,* is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

498 Advanced Independent Study in Communication (3)
Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisites: Must be junior or senior majoring in communication. Must have permission of department to enroll.

499 Advanced Topics in Mass Communication (3)
Advanced study of contemporary theories, methods, practices, processes, or issues related to the field of mass communication. Topic varies. Prerequisites: COMM 207, 211, 212 or 213; Junior Standing.

Mathematics

Professors: Dr. Norwood (Chair), Dr. Taylor

Associate Professors: Dr. Kiu, Mrs. Todd

Assistant Professors: Dr. Williams, Miss Walker

Adjunct Faculty: Mr. Bryant, Dr. Yang, Mr. Zhang

Mathematics and the General College Curriculum
Successfully complete MATH 122 or two mathematics courses numbered 111 and above as selected by the major department (CSC 101 or PHIL 221 may be selected).

Requirements for a Major in Mathematics (CIP 27.0101)
The candidate must complete, with a "C" average or better, a minimum of 36 semester hours, with 18 of the semester hours at the 300 level or above and including Math 224, 333, 335, 441 and at least one course from Math 271, 273, or 278. Students may receive advanced placement for Math 122 or 223.

Requirements for a Minor in Mathematics
A student must complete, with a "C" average or better, 18 semester hours including Math 122, 223, 224 and two additional approved courses above the 224 level.

Requirements for Teacher Licensure in Mathematics (CIP 13.1311)
A student who desires licensure for teaching mathematics in the secondary schools must include in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science.

Pre-Engineering Program (CIP 27.0199)
Campbell University offers a two year program in pre-engineering. The program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte. General Requirements for Pre-Engineering Program: MATH 122, 223, 224, 273, 337; CHEM 111, 113; PHYS 251, 252; ENGL 101, 102; PE 111, 185; Electives 21 hours.

Mathematics Course Listing (MATH 000)

110 Fundamentals of Mathematics (3)
(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized-addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear equations; graphs; "word" problems.

111 College Algebra (3)
(Credit in Math 111 is not allowed if students have credit in Math 122.) A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112 Trigonometry (3)

A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities, other topics include vectors, complex numbers, and logarithms. Prerequisite: A student should be proficient in algebra and geometry.

118 Mathematics for Liberal Arts(3)
Topics included: symbolic Logic, truth tables, analyzing arguments, sets and counting, probability, expected value, sample data, measures of central tendency, interest, annuities, amortized loans, geometry, matrices, Markov chains, linear programming.

122 Analytic Geometry and Calculus I (4)
Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral.

160 Elementary Statistics (3)
Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis of variance, regression analysis, and hypothesis testing.

203 Mathematics Principles (3)
A study of strategies to solve a variety of problems, our numeration system, number theory, geometry, and measurements. Prerequisites: Math 111, high school geometry and an elementary/middle grades education major.

204 Geometry for Elementary Teachers (3)
A study of geometry that will be suitable for middle grades, including basic constructions, paper folding, symmetry, transformational geometry tessellations, fractals, networks, and four color graphs.

212 Logic (3)
A study of arguments to determine validity. Different types of common fallacies will be examined and other inconsistencies that cause an argument to be invalid. Arguments will be written in symbolic for and checked for validity by truth tables. More complex arguments will be checked for validity by methods common to logic. Students will be expected to construct a valid argument in symbolic form.

223 Analytic Geometry and Calculus II (4)
Topics included: differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

224 Analytic Geometry and Calculus III (4)
Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines

in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

271 Introduction to programming using C/C++ (3)
An introduction to the basic concepts of programming using the C/C++.

273 Introduction to PASCAL (3)
An introduction to the basic concepts of programming in PASCAL.

278 Introduction to Java (3)
This course will cover programming in the Java Language, the language of the Internet. The course will cover a history of the rapid development of Java as a computer language for "write once, run anywhere".

331 History of Mathematics (3)
A study of the historical development of the various branches of mathematics and, of the contributions of noted mathematicians to the science of mathematics.

333 Linear Algebra (3)
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms.

335 Introduction to Probability and Statistics (3)
A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337 Differential Equations (3)
Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations, and special differential equations; operators; Laplace transforms, and applications. Prerequisite: Math 223.

340 Discrete Mathematics (3)
This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees and graph theory.

376 Introduction to Numerical Methods (3)
Concerned with the practical solution of problems on computers. Prerequisite: Math 271 or 273, Co-requisite: Math 224.

441 Introduction to Modern Abstract Algebra (3)
A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122 (shall have junior standing).

443 Topics in Geometry (3)
An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulation systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

445 Analysis (3)
An introduction to analysis covering the real and complex number system, basic topology, numerical sequences and series, continuity, differentiation, and the Riemann Stieltjes integral.

453 Methods of Teaching Mathematics (2)
A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

501 Topics in Math for Elementary Teachers (3)
Selected topics in mathematics including algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education majors only.

510 Topics in Geometry (3)
Axiomatic systems, finite and incidence geometry, neutral geometry, parallel postulate with implications, Euclidean geometry, analytic and transformational geometry, non-Euclidean geometries.

522 Number Theory (3)
The course will include divisors and prime numbers, congruencies, Euler's o-function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions.

535 Probability and Statistics (3)
Topics from probability, random variables, expectation, random sampling, test of hypotheses and regression.

540 Introduction to Topology (3)
A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces and continuous functions.

545 Real Variables(3)
A study of the real numbers and real valued functions covering the topics: direct products, relations, orderings, sequences, open and closed sets, measurable sets and functions, Riemann integral, Legesgue integral, monotone functions, absolute continuity, matrix spaces, and topological spaces.

Music

Associate Professors: Dr. McKee, Dr. Morrow, Dr. Whitley (Chair)

Assistant Professor: Dr. Wilson

Adjunct Professors: Ms. Anderson, Dr. Buckner, Mr. Daniecki, Mr. de Jong, Mr. Hardy, Ms. Horton, Mrs. Hudson, Mrs. Kelly, Ms. LeGrand, Mr. Martin, Mr. Miller, Dr. Pruett, Dr. Thomas, Ms. Wishart, Ms. York

Campbell University offers five specialized tracks in Music including Music Education (with N.C. Certification in Music Education, K-12), Church Music, Composition, Comprehensive Music, and Piano Pedagogy. Admission to the Department of Music is open to students who complete an audition for the music faculty on an intended major applied instrument or voice. In addition to the general requirements for all undergraduate degrees, the course of study in Music includes courses in Music Theory, Aural Training, Music Literature, Music History and Music Performance. Candidates for graduation must have an overall grade point average of 2.5 on all college work attempted and a grade of "C" or better on each course required in Music. Additionally, Music Education majors must have a grade of "C" or better on each course required in Education, and Church Music majors must have a grade of "C" or better on each course required in Religion.

Music Department Handbook of Policies and Guidelines
In addition to requirements published in the catalogue, the Department of Music issues a Handbook of Policies and Guidelines to each student upon entrance to the Department of Music. The Handbook of Policies and Guidelines gives specific information regarding use of Facilities, Auditions, Juries, Junior Standing, Recital Performance and Attendance, and Minor Instrument Proficiencies and Guidelines.

Requirements for a Major in Music (CIP 50.0901)
The following courses are required of all music majors on all tracks: MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 223, 331, 332, and 432. Students must enroll in a major ensemble (441, 443, or 456) with each semester of major applied study. Total semesters for major applied study vary with each track. Each track requires 2 semesters of minor applied study. The minor applied study for piano majors is determined following consolation with faculty adviser. The minor applied study for all other majors is piano. Each student must meet the guidelines in proficiency (defined in Handbook of Policies and Guidelines) before the minor applied requirement is satisfied. It may be necessary to take more than 2 hours of minor applied study to meet guideline proficiency requirements. If a student can meet guideline proficiency requirements prior to 2 semesters of minor applied study, the student may opt for another minor applied study. Completion of MUSC 101-104 eliminates four hours of the natural science requirement of the General College Curriculum. Course exemption is available in Music Theory through advanced placement testing. However, students who place beyond MUSC 101, 103, 201 or 203 must substitute each exempted course with MUSC 291, 302, 401 or 402 in observance with prerequisites.

Music Education (CIP 13.1312)
The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 420, 421, and 453. Seven semesters of major applied study culminating with a half recital in the seventh semester are required.

Students must also complete the Professional Education sequence in the School of Education. Total number of hours: 139 ½.

Church Music (CIP 50.0999)
The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 326 (keyboard majors only) or 327 (instrumental or voice majors only), 427, 428, 429, 437, 438, and 457; RELG 125, 202, 212, 222, 224, and 226. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Total number of hours: 130.

Composition (CIP 50.0904)
The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 291, 302, 391, 392, 401, 402, 491, and 492. Six semesters of major applied study culminating with a half recital in the sixth semester are required. Additionally, enrollment in a major ensemble (441, 443, or 456) in the seventh and eighth semesters, and a half composition recital in the eighth semester are required. Total number of hours: 128.

Comprehensive Music Curriculum (CIP 50.0901)
The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 302, 401, 402, and 461. Course of study requires 12 hours of free electives. Eight semesters of major applied study culminating with a full recital in the eighth semester are required. Total number of hours: 128.

Piano Pedagogy (50.0907)
The requirements include the following music courses in addition to those required of all music majors: MUSC 302, 324, 325, 335, 336, 425, 426, 435, and 436. Eight semesters of major applied study culminating with a half recital in the eighth semester are required. Total number of hours: 130.

Prerequisites
MUSC 101 and 102 are prerequisites to all credit music courses except the following: MUSC 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. MUSC 201, 202 are prerequisites to the following: MUSC 302, 331, 332, 401, 402, 432, and 457. MUSC 101, 102, and 201 are prerequisites to MUSC 291. MUSC 291, 391, 392, 491, and 492 must be taken in sequence. HIST 111 and 112 are prerequisites to MUSC 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

Requirements for a Minor in Music
A minor in music includes MUSC 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music study, performance on two informal recitals, and one additional three-hour music lecture course. MUSC 131 may be substituted for MUSC 132 and 133.

Music Course Listing (MUSC 000)

100 Music Fundamentals (2)
Study of the basic fundamentals and rudiments of music including major and minor scales, key signatures, intervals, solfege, introduction to harmonic analysis, elements of rhythm, and keyboard applications. This course is elective, and does not fulfill any requirement toward a degree in music.

101 Introduction to Theory (2)
The basic rudiments of music including scales, intervals, primary triads, melody, and rhythm with written and keyboard application. Brief consideration of the acoustics of music.

102 Introduction to Sightsinging and Ear Training (2)
Aural skills of music including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

103 Elementary Tonality (2)
Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

104 Sightsinging and Ear Training (2)
Continuation of aural skills of music including scales, intervals, primary and secondary triads, non-harmonic tones, melodic, harmonic, and rhythmic dictation on the upper-elementary level.

131 Music Appreciation (3)
An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133 Music Literature (1, 1)
A study of basic vocabulary, forms, periods, and styles of Music. An introduction to music literature for freshman music majors.

161-162 Class Piano-Elementary (1, 1)
Class instruction in piano, elementary level.

201-203 Advanced Tonality (2, 2)
A continuation of MUSC 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

202-204 Advanced Sightsinging and Ear Training (2, 2)
A continuation of MUSC 104. Advanced sightsinging and ear training.

205 History of Jazz (1)
The History of Jazz chronicles style periods and central figures in jazz history from the early 20th century until the present. This course is open to both majors and non-majors in music.

206 Handbell Ringing (1)
An introductory course to provide instruction and practice techniques so that students can gain confidence as handbell ringers, experience in leadership skills, and understanding of the structure of bell choirs and materials. The students will study a variety of published handbell music, and experiment with various ringing techniques. Students will practice through playing in an established bell choir and by observing other choirs. This course is open to both majors and non-majors in music.

207 Beginning Guitar Class (1)
An introductory course for beginning guitar including simple notation and chord reading, ensemble experience, rhythm strumming techniques, and chording for vocal accompaniment and group song.

221 Conducting (2)
A study of basic conducting techniques.

223 Advanced Conducting (2)
A continuation of 221. Class includes practical experience with ensembles.

261 Diction for Singers (1)
A course addressing pronunciation issues relating to singing in the six principal languages of western music--Latin, Italian, English, French, German, and Spanish. A central thrust of the course is the use of an familiarity with the International Phonetic Alphabet.

263 Woodwind Methods (l)
Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264 Brass Methods (1)
Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265 String Methods (1)
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266 Percussion Methods (1)
Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

267 Introduction to Electronic Music (1)
A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

302 Tonal Counterpoint (3)
A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices creatively applied in progressive exercises.

319 Music for the Preschool (2)
A study of philosophy, methods and materials appropriate to musical development of the preschool child. Course will include basic rudiments of music and music literature for preschool classroom. Basic performance skills with voice, autoharp and Orff instrumentarium is provided.

320 Practicum in Preschool Music (1)

Practical experience and application of methods and materials acquired in Music 319. Experience features musical leadership with preschoolers in a supervised setting.

321 Music for the Classroom Teacher (3)
The methods and materials used by the classroom teacher in presenting music in the elementary grades including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

324 Elementary Piano Pedagogy (3)
A study of the methods and materials for teaching piano on the elementary level including observation of private and class piano.

325 Advanced Piano Pedagogy (3)
A study of the methods and materials for teaching piano on the intermediate and advanced levels including observation of private and class piano.

326 Service Playing (1)
Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is piano or organ.

327 Organ Nomenclature (1)
An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ or organ.

331 Music History to 1750 (3)
A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

332 Music History 1750-1900 (3)
Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

335 Piano Literature I, 1700-1830 (3)
A study of styles and structures of music for stringed keyboard instruments during the late Baroque, Classical and early Romantic eras with emphasis on characteristics of keyboard instruments, musical ornamentation and musical forms.

336 Piano Literature II, 1830-2000 (3)
A study of styles and structures of music for stringed keyboard instruments during the late Romantic era through the Twenticth Century with emphasis on performance practices, score study and aural identification.

401 Orchestration (3)
The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

402 Forms and Analysis (3)
A study of small and large forms from choral, piano, and symphonic literature.

420 Music Methods in the Secondary School (3)
A study of the techniques of the appropriate vocal and instrumental methods and materials for the secondary school (grades 6-12). The vocal component includes a study of the adolescent voice, organization and administration of the graded choir program, literature, materials, contest procedures and show choir. The instrumental component includes a study of beginner and intermediate methods, graded literature, organization and administration of the graded instrumental program, instrument maintenance, parade and show marching, and contest procedures.

421 Music Methods in the Elementary School (3)
A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitute part of the program.

425-426 Supervised Teaching of Piano (3, 3)
Experience with teaching piano at various levels under the guidance and observation of the instructor.

427 Music for Children (3)
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

428 Music for Youth and Adults (3)
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429 Church Music Philosophy and Administration (3)
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

432 20th Century Music Literature and Theory (3)
A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

434 Piano Literature, Chamber Music (2)
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436 Piano Ensemble (l, l)
Study and performance of literature for piano ensemble at one or more pianos.

437 Hymnology (3)

The historieal and systematic study of poetie hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438 Service Music and Solo Literature (1)
Exploration of the historieal background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experienee.

453 Music Methods and Materials (1½)
Correlated with Education 453. Designed for music education students in the "bloek." Includes discussion of proeedures and problems particularly applicable to musie edueation, as well as discussion of problems of student teaching. Advaneed conducting included for the instrumental major.

457 Practicum in Church Music (4)
Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes eharge of rehearsals and in the worship service.

461 Recital (1)
Senior year, 50 minutes of music with program notes. A Junior recital of 25 minutes of musie with program notes may be performed during the year prior to the senior recital.

465 Workshop in Orff Methodology (3)
Workshop designed to provide practical instruction for elementary music teaehers in edueational philosophy and methodological process of Karl Orff. Students completing this course will be certified in Orff Level I by the Ameriean Orff Shule-Werk Association.

Music Ensembles

441 Campbell University Choir (1)
Open to freshmen, sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance concerts of seeular and sacred choral musie. The major University Choral Ensemble.

442 Campbell Voices (1)
A voeal chamber choir comprised of select vocal students. Literature is typically diverse, both sacred and secular. Group performs both alone and with the University Choir.

443 Choral Society (1)
Open to all students, faculty, and community people with eonsent of the director. Society Performanee of secular and sacred music.

444 Mixed Chorus (1)
Open to all students. This course is designed to provide a choral ensemble experience for non-musie majors. This class foeuses on the enjoyment of singing and ensemble participation, rather than applied performance.

451 Guitar Ensemble (1)

Open to all students and faculty with consent of the director.

452 Chamber Ensemble (1)
Open to all students and faculty with consent of the director.

454 Jazz Ensemble (1)
Open to all students and faculty with the consent of the director.

455 Brass/Percussion Ensemble (1)
Open to all students and faculty with the consent of the director.

456 Wind Ensemble (1)
Concentration on wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

458 Percussion Ensemble (1)
Open to all students and faculty with the consent of the director.

459 Woodwind Ensemble
Open to all students and faculty with the consent of the director.

460 University Pep Band(0)
A music ensemble open to students by audition. This ensemble officially represents the school at athletic events and other special occasions. No academic credit is available. Participation is noted on the student's official transcript.

Music Composition
These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

291 Composition I (2)
An introduction to compositional styles with a concentration on early 20th-century music including impressionism, free tonality, modal writing, and pandiatonicism.

391 Composition II (2)
Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

392 Composition III (2)
Examination of 12-tone and serial compositional techniques. Avant garde music is also explored.

491 Composition IV (2)
Study of electronic music from simple tape manipulation to computer music.

492 Composition V (2)
Major concentration on developing the student's own style, being eclectic from previous course work.

Applied Music Listing (MUS 000)

Private applied music instruction is offered on voice and the instruments listed below. Academic credit varies from 1-2 hours per semester. Music majors register for 2 hours credit on their major applied instrument or voice and meet weekly with the instructor for an hour lesson. Music minors and music majors studying a minor instrument or voice register for 1 hour credit and meet weekly with the instructor for a half hour lesson. The prefix for applied music study is "MUS." The first digit of the course listing indicates the level of study. Course listings beginning with '1' indicate freshman level of study. Numbers beginning with '2' indicate sophomore level of study, and so forth. The last two digits of the course listing indicate the specific instrument of applied study or voice. Section 1 indicates on credit hour, while section 2 indicates two credit hours.

MUS			**370,**	**470,**	**Conducting**
MUS	**171,**	**271,**	**371,**	**471.**	**Piano**
MUS	**172,**	**272,**	**372,**	**472.**	**Organ**
MUS	**173,**	**273,**	**373,**	**473.**	**Voice**
MUS	**174,**	**274,**	**374,**	**474.**	**Flute**
MUS	**175,**	**275,**	**375,**	**475.**	**Oboe**
MUS	**176,**	**276,**	**376,**	**476.**	**Bassoon**
MUS	**177,**	**277,**	**377,**	**477.**	**Clarinet**
MUS	**178,**	**278,**	**378,**	**478.**	**Saxophone**
MUS	**179,**	**279,**	**379,**	**479.**	**Percussion**
MUS	**181,**	**281,**	**381,**	**481.**	**Trumpet**
MUS	**182,**	**282,**	**382,**	**482.**	**French Horn**
MUS	**183,**	**283,**	**383,**	**483.**	**Trombone**
MUS	**184,**	**284,**	**384,**	**484.**	**Euphonium**
MUS	**185,**	**285,**	**385,**	**485.**	**Tuba**
MUS	**186,**	**286,**	**386,**	**486.**	**Violin**
MUS	**187,**	**287,**	**387,**	**487.**	**Viola**
MUS	**188,**	**288,**	**388,**	**488.**	**Violoncello**
MUS	**189,**	**289,**	**389,**	**489.**	**Double Bass**
MUS	**190,**	**290,**	**390,**	**490.**	**Guitar**

Pharmaceutical Sciences

Professors: Dr. Diliberto (Chair), Dr. Greenwood (Associate Chair), Dr. Holmes (Associate Dean for Academic Affairs)

Associate Professors: Dr. Al-Achi, Dr. Junker, Dr. Shin

Research Associate Professor: Dr. Chazottc

Assistant Professors: Dr. Abraham, Dr. Bloom, Dr. Breivogel, Dr. Fetterman, Dr. Garrett, Dr. Hamrick, Dr. Mosley, Dr. Nemecz

Instructors: Ms. Kelly, Mr. Gallagher

Adjunct Faculty: Ms. Brown, Dr. Campbell, Dr. Coffin, Dr. Gibson, Dr. Garcia, Dr. Green, Dr. Jiang, Mr. Kiernan, Dr. Krishnamoorthy, Dr. G. Pande, Dr. P. Pande, Dr. Parr, Dr. Spancake, Dr. Suryakusuma, Dr. Wagner, Dr. Waterhouse, Dr. Wells, Dr. Wrenn, Dr. Yates

Major in Pharmaceutical Sciences (CIP 51.2003)
The objective of this major is to prepare students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will bc prepared to enter research and technical positions in the health science industries or to pursue postgraduate studies.

Candidates for the BS degree with a major in the pharmaceutical sciences (BSPS) must satisfy all Collegc of Arts and Sciences requirements as set forth in the General College Curriculum section of the university catalog. Prior to entering the major, students must have completed a minimum of 64 semester hours of college credit taken from the core liberal arts curriculum and must include the following courses or their equivalents: Basic Biology, Human Anatomy and Physiology, Microbiology and Immunology, General Chemistry (2 semesters), Organic Chemistry (2 semesters), Calculus, and General Physics (2 semesters).

In addition to the General Core Curriculum (GCC) requirements as set by the university, pharmaceutical sciences majors must complete thc following didactic and laboratory courses to earn a BS degree in this major: PHSC 210, PHSC 220/220L, PHSC 323/325, PHSC 324, PHSC 326/327, PHSC 328, PHSC 334, PHSC 336, PHSC 338, PHSC 410/411, PHSC 418/419, PHSC 438/439, PHSC 442, and PHSC 451. Following these courses, pharmaceutical sciences majors are required to complete a semester-long internship, along with a final senior internship presentation (PHSC 416 and PHSC 420). GCC courses and pharmaceutical sciences courses total 134.5 credit hours.

North Carolina has one of the largest concentrations of pharmaceutical and biotechnology industries in the United States. It is also one of the most rapidly growing areas in the state. Currently, there are hundreds of pharmaceutical research and manufacturing sites in North Carolina. A majority of these pharmaceutical and biotechnical companies are located in nearby Research Triangle Park.

Additionally, several major research universities and government agencies are nearby. Students may choose an internship site based upon their future career goals including

academic, research, manufacturing, analytical, biotechnology, forensics, formulation, or validation. In addition to hosting senior BSPS students for their internships and summer employment, many of these sites also provide opportunities for permanent positions upon graduation.

Pharmaceutical Sciences Course Listing (PHSC 000)

210 Laboratory Safety (1)
An introduction to chemical, physical, and biological hazards associated with laboratory work. Students are introduced to laboratory worker regulations, methods for laboratory and personnel monitoring, and personal protective equipment and clothing. Note: PHSC 210 is a prerequisite (or corequisite) to all laboratory courses in pharmaceutical sciences.

220/220L Quantitative Laboratory Techniques (2)
An introductory laboratory course concentrating on the basic terminology and mathematical skills needed to perform routine laboratory procedures. Students learn the theory and application of appropriate techniques involved in gravimetric and volumetric analysis. Laboratory skills are honed through a series of exercises that culminate in a comprehensive practical examination designed to test the student's ability to accurately formulate complex biochemical solutions.

323/325 General Biochemistry/Lab (3/1)
This introductory lecture and laboratory course provides an overview of the synthesis and metabolism of amino acids, carbohydrates, lipids, and nucleic acids; enzyme kinetics; bioenergetics; and macromolecular structure and function. Corequisite: PHSC 220/220L.

324 Experimental Design and Biostatistics (4)
The application of statistical analyses to the design, conduct, and interpretation of pharmaceutical research, development, testing, and manufacturing is provided in this comprehensive course. This course is co-listed as PHAR 528.

326/327 Molecular Biology/Lab (3/1)
Fundamental principles of recombinant DNA technology are presented with an emphasis on pharmaceutical applications where appropriate. Laboratory exercises provide a basic understanding of the techniques involved in biotechnology and to provide practical laboratory experience in the use of these techniques. The lecture and laboratory courses are designed to complement one another and work in tandem to give an overall view of biotechnology. Prerequisite: PHSC 451.

328 Introduction to Pharmacology (4)
The basic principles of pharmacology and toxicology are covered through discussion of the responses of biological systems to drugs and chemicals. The course also considers the absorption, distribution, metabolism, and excretion of xenobiotics and how these factors relate to drug action. Prerequisites: Anatomy and Physiology and Organic Chemistry I.

334 and 336 Scientific Literature Seminar I & II (1 and 1)
Students are introduced to literature searching and critical analysis techniques in this series of courses. The courses promote the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature. Prerequisite: PHSC 451.

338 Product and Process Validation (2)
The principles of current good manufacturing practices (cGMP), process troubleshooting, quality control, and quality assurance are introduced. Federal regulations and documentation requirements are discussed throughout the course. The course covers in detail the theory and practices by which pharmaceutical and biotechnology processes are validated.

404 Research in Pharmaceutical Sciences (1-3)
The purpose of this elective course is to introduce pharmaceutical sciences students to methods of basic science and/or clinical research. This involves application of the scientific processes of hypothesis formation, literature evaluation, experimental design, development of technical skills, data acquisition and analysis, and formal presentation of results.

410/411 Analytical Instrumentation (3/1)
A comprehensive introductory course that provides students with an in-depth study of the theory and operation of scientific instrumentation typically found in pharmaceutical, chemical, and biotechnical research and analytical facilities. Students gain hands-on experience with a variety of spectroscopic and chromatographic instrumentation through structured laboratory experiments and student-initiated research projects. Prerequisites: PHSC 220/220L, PHSC 324, or permission of the instructor.

414 Research Seminar (1)
Used in conjunction with research courses PHSC 404 and 504, research seminar provides students with an opportunity to present original research work to pharmaceutical sciences faculty and students.

416 Senior Seminar (1)
Senior Seminar provides a forum through which students chronicle their internship experiences. Students present an overview of the companies in which they worked and provide a synopsis of their roles in the organizations.

418/419 Industrial Pharmacy/Lab (3/1)
This survey course introduces students to the pre-formulation and manufacturing of pharmaceutical dosage forms such as tablets, capsules, sustained release preparations, ointments, and suspensions. In the laboratory portion of the course, students gain hands-on experience performing a variety of USP tests and unit operations. Prerequisites: PHSC 220/220L, PHSC 323/325, and PHSC 410/411.

420 Senior Internship (12-14)
The internship provides practical experience in the pharmaceutical, chemical, or biotechnology industries. Students and participating industrial facilities are matched to provide a comprehensive work experience. Note: Internships completed during the summer will earn 12 credit hours rather than 14.

438/439 Pharmaceutical Methodology and Bioprocessing/Lab (3/1)
In this advanced analytical techniques and instrumentation course, students are exposed to the current state-of-the-art procedures for the isolation, purification, derivatization, and characterization of complex chemical and biological samples. These techniques are then applied to practical analytical situations. Students are also provided with practical hands-on experience in USP methodology and with a comprehensive overview of bioprocessing. Prerequisite: PHSC 410/411.

442 Interpersonal Skills (2)
In this course, students will learn about the various factors involved in developing good interpersonal skills including: self-awareness, perception, understanding individual differences, verbal and non-verbal communication, goal setting, listening and feedback, teamwork, leadership development, conflict resolution, motivation, negotiation, and interviewing skills. The course will provide a forum for group discussions and team exercises.

450/450L Spreadsheet/Data Analysis (1-2)
This course introduces students to advanced functions within commercial spreadsheet programs. Emphasis is placed on the utilization of macros and embedding functions as they apply to data analysis.

451 Scientific and Technical Writing (1.5)
This required course is presented to assist students in the enhancement of their skills in the areas of scientific and technical writing.

452 Pharmaceutical Utilities Systems (1-3)
This course gives students a basic overall understanding of the utility systems used in pharmaceutical manufacturing facilities. By using piping and instrumentation diagrams (P&IDs) to teach these systems, students also become familiar with one of the most commonly used types of engineering documentation in the industry. This course also covers the basic requirements for commissioning and validation of these systems.

462 and 466 Anatomy and Physiology (4 and 4)
This two-course sequence presents a comprehensive study of the structure and function of all organ systems as well as basic biochemical and biophysical principles of cellular and membrane function. Relevance to clinical states and drug action is also presented in many areas. These courses are co-listed as PHAR 302 and 306. Prerequisite: Permission of instructor.

464 Biochemistry (4)
A comprehensive course in biochemistry that discusses the metabolism of amino acids, carbohydrates, lipids, and nucleic acids. Principles of enzyme kinetics and regulation, bioenergetics, and macromolecular structure-function relationships are presented. This course is co-listed as PHAR 304. Prerequisite: Permission of instructor.

468 Clinical Biochemistry (3)
This course discusses the principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Diseases such as arteriosclerosis and diabetes are discussed. This course is co-listed as PHAR 308. Prerequisite: Permission of instructor.

470 Immunology (4)
This course covers basic immunology and the fundamental principles relating to the immune response in normal and disease states. This course is co-listed as PHAR 310. Prerequisite: Permission of instructor

472 Medical Microbiology (3)
The basic concepts of medical microbiology are presented. Information necessary to diagnose and manage an infected patient are covered. Current, important bacteriologic, virologic, mycotic, and parasitic pathogens and their related diseases are discussed. Clinical presentations, principles of laboratory diagnosis, and preventative measures are emphasized. This course is co-listed as PHAR 312. Prerequisites: Immunology (PHAR 310/PHSC 470) and permission of instructor.

474 Biopharmaceutics (3)
This course presents the biological and physiochemical factors of the body, drugs and dosage forms that influence drug availability, disposition, and pharmacological and toxicological responses. This course is co-listed as PHAR 314. Prerequisites: Permission of instructor, Anatomy and Physiology, and Biochemistry.

Professional Education

Professors: Dr. Nery (Dean, School of Education)

Associate Professors: Dr. Enzor, Dr. Hatcher, Dr. Kendrick, Dr. Durham, Dr. Engel, Dr. Morrison

Assistant Professors: Dr. Maidon, Dr. Powell, Dr. Roukema

Adjunct Instructors: Ms. Blalock, Mr. Dillon, Ms. Payne, Ms. Wiggins

Director of the Teacher Education Program: Dr. Powell
Coordinator of Undergraduate Elementary Education: Dr. Powell
Coordinator of Undergraduate Middle Grades Education: Dr. Roukema
Coordinator of Birth-Kindergarten: Dr. Chester
Coordinator of Educational studies: Dr. Powell
Discipline Coordinator for Biology Education: Dr. Metz
Discipline Coordinator for English Education: Ms. Hanemann
Discipline Coordinator for Foreign Languages Education: Dr. Ortiz
Discipline Coordinator for Family and Consumer Sciences: Dr. Nery
Discipline Coordinator for Mathematics Education: Ms. Walker
Discipline Coordinator for Music Education: Dr. Whitley
Discipline Coordinator for Physical Education: Dr. Woolard
Discipline Coordinator for Social Studies Education: Dr. J. Martin

Admission Policy for Teacher Education
All students desiring a program leading to teacher licensure must meet all requirements for (1) admission to the Teacher Education Program, and (2) admission to student teaching. Admission to and completion of student teaching do not guarantee licensure. Licensure is contingent upon successful completion of all State Board of Education requirements for the licensure sought.

Application for admission to the teacher education program should be submitted during the second semester of the student's sophomore year. **All requirements for formal admission to Teacher Education must be met by the beginning of the semester prior to the semester in which student teaching is to be done.**

Criteria for Admission to the Program
The criteria for admission to the program include the following:

1. A grade point average of 2.5 or better in overall scholastic work; a "C" or better in all courses in the major field or concentration; a "C" or better in all required professional education courses.
2. Approval of the School of Education and the major department, if a secondary, K-12, or vocational education major.
3. No academic, disciplinary, or social probations.
4. Satisfactory scores on the Praxis I Examination, Pre-professional Skills Test (PPST).
5. Recommendation by two faculty members, one of whom must be a faculty member from Professional Education.

Applications for practicum placements must be submitted by September 15 for spring semester placements, and by February 15 for fall semester placements. Applications for student teaching placements must be submitted by February 15 for fall semester placements and by September 15 for spring semester placements.

Requirements for a North Carolina Class "A" Teaching License
To qualify for Campbell University's recommendation for an initial North Carolina Class "A" teaching license, a Bachelor of Arts or Bachelor of Science degree must be earned in one of the programs listed below. In addition, all professional education and licensure requirements must be met. Satisfactory scores on the Praxis I and Praxis II Examinations (including all specialty area tests required by North Carolina), must be submitted to the Dean's office, along with the other required completed forms for licensure.

Course Requirements for the Professional Education Programs

Elementary Education (K-6) (CIP 13.1202)
The elementary education (K-6) program is designed to prepare a student for licensure to teach at the elementary school level. Course requirements for the Bachelor of Science degree in elementary education are as follows:

English 100, 101, 102, and two of the following courses: 201, 202, 203, 204, 205; Foreign Language through 201; Music 321; Art 321; Theatre 115 and 131; History 111, 112, 221 or 222, and 331 or 332; Government 229; Geography 113 or 114; Sociology 345; Math 111, 203; Psychology 222; Religion 125 and a religion elective at or above the 200-level; two laboratory science courses; Exercise Science 111 or 112, 185, and 334; Education 221, 225 341, 351, 373, 400, 401, 402, 431, 435, 448, 450, 454, 455, 456, and 457.

A grade of "C" or better must be earned in all required education courses.

Middle Grades (6-9) (CIP 13.1203)
The Bachelor of Science degree with a major in middle grades education requires two concentration areas, social studies and language arts, in addition to the core curriculum and professional education courses. Application has been made to the State of North Carolina to expand the choice of concentration areas to include science and mathematics.

All majors are required to take the following core courses: English 100, 101, 102, and two of the following courses: 201, 202, 203, 204, 205; History 111 and 112; Sociology 345; Foreign Language through 201; Religion 125 and a religion elective at or above the 200-level; two laboratory science courses; Mathematics 111 and 160; Exercise Science 111 or 112, and185; Art, Music, or Theater 131; Psychology 222 and 0-3 hours of elective hours depending upon concentration choices.

All majors are required to take the following professional education courses and must earn a "C" or better in each: Education 221, 341, 373, 402, 431, 441, 454, 455, 456, 457, and 502.

Licensure Requirements for Middle Grades Education:

Students seeking licensure in middle grades education must choose a primary and a secondary area of concentration. Twenty-four hours of course work must be completed for a primary area of concentration, and eighteen hours of course work must be completed in

the secondary area of concentration. A grade of "C" or better must be earned in all concentration area courses as well as all education courses.

English/Language Arts Concentration:

Primary: Engl. 302, Engl. 303, Engl. 420 (Children's Literature); and 3 of the following: Engl. 301, 405, 410, 413, 416, 417, 418, 419, 420.

Secondary: Engl. 302, Engl. 303, Engl. 420 (Children's Literature); and 1 of the following: Engl. 301, 405, 410, 413, 416, 417, 418, 419, 420.

Social Studies Concentration: (must also take Professional Education course EDUC 449)

Primary: Govt. 229, Hist. 221 or 222, Geography 113 or 114, Hist 331 or 332, and 2 of the following: Hist. 351 or 352, Hist. 342, or Hist. 353 or 357.

Secondary: Govt. 229, Hist. 221 or 222, Geography 113 or 114, and one of the following: Hist. 351 or 352, Hist. 342, or Hist. 353 or 357.

Birth-Kindergarten (CIP 13.1204)
Student seeking licensure as Birth-Kindergarten teachers are required to take the following: FCSI 227, 337, 338, 340, 341, 342, 365, 402, 457, 458, 490, 510, 515, 530, 540 or 551. EDUC 221, 351, 373, 431, 455, 345, 457.

Secondary, K-12, and Vocational Education
All students seeking licensure as secondary, K-12, or vocational education teachers, are required to take Art 131, Music 131, or Theatre 131 which will meet the general education requirement for the fine arts area. They must also complete two mathematics courses as designated by the major, and all other general college course requirements, including two laboratory science courses, Religion 125, a religion elective at the 200-level or above, Exercise Science 185 and 111 or 112.

Professional Education Sequence:
Students desiring licensure in a secondary school teaching area (9-12), Spanish or French education (K-12), music education (K-12), physical education (K-12) or Family and Consumer Sciences education (7-12) must meet all the criteria for admission to the Teacher Education Program and complete the following courses: Psychology 222, 260; Education 221, 385, 431, 432, 441, 453, 454, the pertinent subject area methods courses, and Education 458, Student Teaching.

Licensure Requirements for Secondary, K-12, and Vocational Education Majors

Biology (9-12 Licensure) (CIP 13.1322)
A minimum of thirty-five semester hours is required, including Biology 111, 201, 202, 203, 205, 327, 342, and 430 or 437; Mathematics 112 or 122, and 160; Chemistry 111, 113, and 227; Physics 221 and 222; Science Education 453; and successful completion of the general education and the professional education sequences.

English (9-12 Licensure) (CIP 13.1305)

The English major seeking teaching licensure must complete English 101 and 102; 201, 202, 203 and 204; 302 or 424, and 303; at least three of the following survey courses: 401, 403, 404, 405, and 406; 407 or 415; 408 or 416 or 417; 409 or 411; 410; 453; two approved English electives; and the successful completion of general education requirements and the professional education sequences.

French (K-12 Licensure) (CIP 13.1325)
Thirty-six hours are required in the major, including French 201, 202, 221, 222, 231, 232, 300, 301, 305 400; two additional literature courses; and successful completion of the general education and the professional education sequences.

Family and Consumer Sciences (7-12 Licensure) (CIP 13.1308)
All majors seeking licensure must complete 33 semester hours in the areas of foods and nutrition, child development, family relationships, clothing and textiles, the home and its furnishings, consumer education, career choices, and curriculum methods. In addition, all general education requirements and the professional education sequence must be successfully completed.

Mathematics (9-12 Licensure) (CIP 13.1311)
Thirty-six hours of mathematics are required, at least 18 of which must be at the 300-level or above, including courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science. In addition, all general education requirements and the professional education sequence must be successfully completed.

Music Education (K-12 Licensure) (CIP 13.1312)
All music majors are required to take Music 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 263, 264, 265, 266, 267, 331, 332, and 432. Music Education also requires: Music 223, 420, and 421, and 453; half-recital the senior year; minor applied instrument; and successful completion of the general education and the professional education sequence.

Physical Education (K-12 Licensure) (CIP 13.1314)
Majors seeking Physical Education licensure must take Exercise Science (EXER) 131, 132, 201, 202, 221, 311, 324, 325, 331, 333, 338, 339, 431, 432, and 441. In addition, successful completion of the general education requirements and the professional education sequence are required.

Social Science (9-12 Licensure) (CIP 13.1318)
Students seeking social studies teaching licensure must major in one of three disciplines: a) history, b) social science with a history concentration, or c) social science with a government concentration. All majors will complete the following core courses: six semester hours each in economics, geography, and sociology, plus History 111, 112, 221, 222, 453, and the professional education sequence. In addition, a history major must complete six hours of 300/400-level History classes in each of three areas: U.S. history, European history, and Non-Western (Third World) history. The history major will also complete History 444 (Modern Europe) and History 451 (Historiography). The social science major with a history concentration will, in addition to the core courses, complete 12 hours of 300/400 level history classes; six hours of these classes will be in one of three areas: U.S. history, European history, and Non-Western (Third World) history, and three hours each will be taken in the remaining two fields. Both history and social science-history concentration majors will take Government 229 and another three-hour government

course. The social science major with a concentration in government, in addition to the core courses cited above, will take Government 229, 230, three government electives, and three additional government classes, at least one each, from three of the four following groups of courses: Policy (Government 334, 336, 337, 338, or 340), International Relations (Government 343, 345, or 448), Political Theory (Government 443, 445, 446, or 447), and Constitutional Law (Government 449 or 450).

Spanish (K-12 Licensure) (CIP 13. 1330)
Thirty-six hours are required for the major, including Spanish 201, 202, 221, 222, 231, 232, 241, 242, 305, 341, 342, and 400. In addition, for Spanish Education majors, successful completion of general education requirements and the professional education sequence are required.

Educational Studies (non-licensure) (CIP 13. 9999)
Students seeking a degree in educational studies must complete 61-64 hours of general college curriculum, 18 hours in a content emphasis (Language Arts, Math, Science, or Social Science), 24 hours in education, and 22-25 hours of electives.

Education Course Listings (EDUC 000)

221 Introduction to Education (3)
A study of the development of our present-day educational system, with emphasis on historical background and development, aims of education in a democracy, duties of the teacher, purpose and development of the curriculum, facilities, support, and control of the schools. The course is designed to be a foundation for further study in education as well as a general college elective. Field experiences are included. Required of all prospective teachers. Offered in the fall, spring, and summer.

225 Writing Seminar (3)
A course designed to assist prospective teachers in further developing their own writing skills, while beginning the study of methodology for teaching writing in grades K-6. Required of all K-6 education majors. Offered in the fall and spring.

341 Child and Adolescent Development (3)
A course designed to provide for a study of prenatal development and infancy, the physical growth, development of motor abilities, and language and thought of the child and adolescent; children's play and interests, adolescent interests, emotional factors, parent-child relationships; and psychosocial development. Field experiences are included. Required of all prospective elementary teachers. Prerequisite: Psychology 222. Offered in the fall, spring, and summer.

351 Elementary Education Curriculum (3)
A study of the development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating developmentally appropriate experiences for children aged five through twelve, including those with special needs. Field experiences are included. Prerequisite: Education 221. Offered in the Spring.

373 Exceptional Children (3) (Psychology 373)
A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of

current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Prerequisite: Psychology 222. Offered in the fall and summer.

385 Curriculum Trends in K-12 and Secondary Education (3)
A course designed for K-12 and secondary majors incorporating curriculum trends in education. Special emphasis is placed on emerging technologies and uses of thc computer for instructional programming; exceptional children including legal issues, discussion of mild disabilities, giftedness, and instructional modification. Attention is paid to developing and improving writing skills through the integration of course content with written assignments. A 20-hour field experience is included to give the students the opportunity to observe current trends in the public school setting. Required for secondary, K-12, and vocational licensure. Offered in the fall.

400 Methods of Teaching Reading (3)
This course includes a study of emergent literacy and the reading process. Students explore a variety of instructional approaches for teaching reading. They also gain understanding in appropriate assessment. Topics and areas of study will include emergent literacy, reading process, phonics, literature focus units, literature circles, and theme cycles. Prerequisite: majors only. Offered in the fall.

401 Children's Literature (1)
This course includes reading and evaluating literature for children. Special emphasis is given to the integration of quality literature throughout the entire curriculum. Topics and areas of study include realistic fiction, informational books, biographies, poetry, multicultural literature, historical fiction, and modern fantasy. Prerequisite: majors only. Offered in the fall.

402 Teaching Writing In The Elementary/Middle School (2)
This course includes a study of writing as it is taught in elementary and middle grades. The course concentrates on the writing process as it is applied to personal writing, informational writing, poetry, and story writing. Spelling grammar, and handwriting are also covered. Topics and areas of study include personal writing, story writing, informational writing, poetry writing, spelling, grammar, and handwriting. Prerequisite: majors only. Offered in the spring as part of the block prior to student teaching.

431 Educational Psychology (3)
This course, which is open to junior and senior education majors and psychology majors, includes a study of the application of psychological principles to teaching and learning. Theories of learning, principles of motivation, intelligence, learning styles, teaching models, student assessment, and research methods are studied. Also considered are the implications for education of multicultural diversity. Throughout the course, emphasis is placed on using and learning to teach problem-solving strategies. Prerequisite: Psychology 222, with a grade of C or better. Offered in the fall and spring.

432 Practicum (1)
This course is a pre-student teaching course designed to give secondary and K-12 and vocational majors an opportunity to observe, assist, and teach in the public schools. A minimum of 50 hours in an assigned public school classroom is required. At least ten of these hours must involve teaching.

435 Mathematics for Elementary Education (2)
Techniques and methods for teaching mathematics to young children are explored. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and use of cardinal and ordinal numbers. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom teaching. Prerequisites: Math 111 and 203 or equivalent. Required for elementary education licensure. Offered in the spring as part of the block prior to student teaching.

441 Teaching Reading in the Middle and Secondary School (3)
A survey course that gives consideration to the nature of reading and a variety of strategies and materials for teaching reading in the content areas. Field experiences in schools constitute part of the course requirements. Required for middle grades and secondary licensure. Offered in the spring as part of the block prior to student teaching.

448 Social Studies for Elementary Education (2)
A study of the development of multidisciplinary basic social studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Required for elementary education licensure. Offered in the fall.

449 Social Studies for Middle Grades Education (2)
This course provides an integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for prospective teachers of preadolescent and early adolescent students. Emphasis is placed on the structure and process of the social studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selecting and utilizing teaching materials, specialized equipment, and resources.

450 Science Curriculum, Methods, and Materials for Elementary Education (2)
This course provides a study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills into the total learning environment for young children. Required for elementary education licensure. Offered in the spring as part of the block prior to student teaching.

453 Effective Teaching Strategies (Secondary and K-12) (3)
A study of the general methods, techniques, practices, instructional materials, and teaching strategies appropriate for secondary, K-12, and vocational teaching. Required for secondary, K-12, and vocational licensure. Offered in the spring as a part of the block prior to student teaching.

454 Student Teaching Seminar (3)
A series of seminars and workshops on such topics as problem solving, classroom management, substance abuse, legal matters, professional ethics, and other issues pertinent to the needs of student teachers. Offered in the fall and spring.

455 Educational Technology Foundations (3)
This course provides a study of the foundations and application of technology in the educational setting both as an instructional tool for students and as a professional tool for educators. A lab component is part of the course. Offered in the fall.

456 Practicum (Elementary Education and Middle Grades) (3)
The practicum is a 150-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist, and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Offered in the fall.

457 Student Teaching (Elementary and Middle Grades) (6)
Student teaching is a ten-week full-time experience designed for the spring of the senior year. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: Admission to Teacher Education, including 2.5 cumulative GPA, required Praxis I scores, and grades of C or better in all professional education courses one semester prior to student teaching.

458 Student Teaching (Secondary, K-12, and Vocational) (6)
Student teaching is conducted on a full-time basis for the final ten weeks of the second semester of the senior year. The student teacher observes, assists, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher participates in planning and evaluative sessions with the education faculty and others concerned. Members of the Professional Education faculty, subject matter specialists, and cooperating teachers work together in the assignment and supervision of the student teacher. Prerequisites: Grades of C or better in all professional educational courses (including the major), a GPA of 2.5 or better, and admission to the student teaching phase of the teacher education program. One semester prior to student teaching.

502 The Middle School (3)
This course is designed to provide middle grades majors with the opportunity to study and discuss the middle school concept and its implications for teachers. The topics addressed include the history and rationale underlying middle and junior high schools; the various organizational patterns employed; collaboration with colleagues, administrators, and support personnel; adviser-advisee programs; exploratory experiences; working with special needs students; parent involvement; and utilizing community resources. Seniors and A-Plus-Masters' students take this course as one of the block courses that precedes student teaching. Offered in spring only.

Professional Golf Management

Assistant Professor: Mr. Jones (PGM Director)

Instructor: Mr. Cox (Assistant PGM Director)

Requirements for a Major in Professional Golf Management (BBA) (CIP 52.0999)
ACCT 213; BADM 221, 300, 313, 320, 331, 332, 336, 441, 570; CIS 125; ECON 200; PGM 150, 155, 158, 160, 165, 190, 250, 255, 260, 290, 350, 355, 390, 450, four semesters of PGM 170, four semesters of PGM 270, incoming playing proficiency, PGA Playing Ability Test (PAT), Level 1 Checkpoint, Level 2 Checkpoint, Level 3 Checkpoint, eight PGM seminars. PE 111 waived for PGM students.

Professional Golf Management Course Listing (PGM 000)

PGM 150 – Introduction to Golf Management (3)
An introductory course that provides an overview of golf industry employment, surveys the elements of the Professional Golf Management Program, examines the structure and function of the PGA of America, and reviews the history of golf.

PGM 155 – Tournament Operations and The Rules of Golf (2)
A thorough examination of the golf professional's role in supervising tournament operations; including calligraphy, fundraising, publicity, scoreboards, and the use of technology to enhance tournament management. Students will develop a clear understanding of how to use the rule book by studying the rules definitions, The Rules of Golf, the Decisions on The Rules of Golf, and then applying the knowledge to make rules decisions.

PGM 158 – Introduction to Teaching (2)
An introduction to the fundamental knowledge required for effective golf instruction. Topics include the ball flight laws, pre-swing and in-swing principles, teacher preferences, terminology of golf instructors, learning styles, group lessons, and the importance of practice. Students will learn how to develop clinics and other programs that meet the needs, interests, and concerns of juniors, women, and senior golfers.

PGM 160 – Golf Club Design, Repair, & Fitting (2)
A study of golf club design principles and the impact they have on ball flight. Students perform the most common club repair procedures in a hands-on supervised setting. Other topics include the primary factors and techniques for club fitting, factors that contribute to profitable club repair operations, and effective marketing approaches for a club repair business.

PGM 165 – Facility Operations (2)
An introduction to the key considerations involved in operating a golf facility including how budgeting, forecasting, and planning contribute to a profitable operation. Students will learn how to develop, organize, and implement a profitable golf car rental program, incorporating safe, clean, and well-maintained golf cars that add to customers' enjoyment.

PGM 170 – Player Development (0.5)
Required for all new students and those that have not passed the PGA Playing Ability Test (PAT). Emphasis on improving the playing skills of students by developing individualized

plans in concert with video analysis, group short game instruction, supervised practice, and competition. Students must pass the PAT to be released from subsequent semesters. (Repeated for a minimum of 4 semesters.)

PGM 190 – Golf Internship 1 (1)
A three-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 150, 155, 158, 170 or instructor's approval.

PGM 250 – Turfgrass Management (2)
A course designed to increase awareness of the functions of the golf course maintenance department and the responsibilities of the golf course superintendent. Lecture and laboratory classes include an in-depth study of turfgrass varieties, fertilizers, weeds, insects, pests, chemical usage, and maintenance procedures necessary to sustain playable conditions. The focus is minimizing the impact of everyday maintenance practices through coordination with the superintendent and communication with the customer. Prerequisites: PGM 290.

PGM 255 – Swing Concepts of Teaching (2)
The course is designed to study the fundamentals of teaching the short game to individuals and groups. Areas of the short game to be covered include putting, chipping, pitching, sand play, and specialty shots. Other topics include exploring individual differences and special populations, physical training for golf, and developing a personal teaching philosophy. Prerequisites: PGM 290.

PGM 260 – Golf Shop Operations (2)
A study of the golf shop as it relates to the merchandising function and staff supervision. The ability to attract customers and increase merchandise sales will be explored through open-to-buy plans, merchandise assortment plans, pricing, vendor relations, markdowns, display, and promotions. Other topics will expand understanding of effective staff supervision through communication of performance expectations, delegation of motivating work assignments, management of performance problems, and promoting your facility through effective written communication techniques. Prerequisites: PGM 290.

PGM 270 – Instructor Development (0.5)
Required for students that have passed the PGA Playing Ability Test (PAT). The course is designed to apply the fundamental theories and concepts learned in Introduction to Teaching in a golf instruction environment. Additional topics may include use of video technology, digital coaching systems, student learning styles, and differences in swing techniques. (Repeated a minimum of 4 semesters.) (Prerequisites: PGM 170 or Junior Standing).

PGM 290 – Golf Internship 2 (3)
A six-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the

supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 160, 165, 170, 190 or instructor's approval.

PGM 350 – Food & Beverage Management (2)
An in-depth study of how the food & beverage operation contributes to the profitability and success of the golf facility. Components include a study of food costing, purchasing, inventory control, menu planning, security, staffing, service, and legal issues. Classroom lectures will be supplemented with a four-week internship at local food and beverage facilities. Prerequisites: PGM 390.

PGM 355 – PGM Special Topics (2)
This course will assist students in completing elective and final experience requirements for the PGA education program. Topics to be covered include Golf Course Design, Golf Facility Design, Golf Range Management, Caddie Program Management, and CPR/First Aid certification. Current industry challenges will be explored and solutions presented to the problems. Mock employment interviews will allow students to develop crucial communication skills required for advancement in the industry. Prerequisites: PGM 390.

PGM 390 – Golf Internship 3 (3)
A seven-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 250, 255, 260, 270, 290 or instructor's approval.

PGM 450 – Golf Facility Cases & Problems (2)
This comprehensive course examines case studies and problems presenting a challenge to the effective and efficient management of golf facilities. Students will be asked to develop and present their solutions using all functional areas, and golf industry knowledge acquired through coursework and practical experience. Prerequisites: PGM 350, 355, 390.

Psychology and Sociology

Professors: Dr. Cogdill, Dr. Davenport, Dr. Taylor (Chair)

Associate Professors: Dr. Calloway,

Assistant Professors: Dr. Fragedakis, Dr. Asbury

Adjunct Instructors: Dr. Smith, Mr. Henderson, Dr. Viehe, Dr. Thomasson,

Requirements for a Major in Psychology (CIP 42.0101)
Forty-three semester hours of courses in the major including Psychology 222, 260, 267, 330, 364, 368, 369, 461, 463 and 480; four psychology electives chosen from additional psychology offerings; Mathematics 160 and eight semester hours of science (Biology 111 and 221 strongly recommended) are required. No more than nine hours may be earned through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Students considering graduate study for work in clinical or counseling psychology should take additional work in biology. Anyone planning work in experimental psychology should elect additional courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial fields of psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics).

Requirements for Psychology minor are (twenty-two hours) Psychology 222, 260, 330, 364, 368, 461, and one elective.

Psychology Course Listing (PSYC 000)

Note: Psychology 222 is a prerequisite to all other psychology courses. Psychology 222 is not recommended for Freshmen.

222 General Psychology (3)
A study of the various fields of psychology: the developmental process, learning, motivation, emotion, frustration and adjustment, attention and perception, memory and cognition, group dynamics, and abnormal behavior. Attention is given to the application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. Psychology 222 is a prerequisite to all psychology courses. Offered in the fall, spring, and summer.

232 Social Psychology (3) (Sociology 232)
A study of the way individuals' thoughts, feelings, and behaviors are influenced by others. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups, group pressure on individual judgment, leadership, crowd behavior, affiliation, and aggression. Offered in the spring.

260 Developmental Psychology (3)
A study of the course of human development from conception to death, including physical, moral, cognitive, emotional, and social development. Normal developmental tasks are also examined. Offered in the fall.

267 Statistics for the Social Sciences (3)

An introduction to the mathematical techniques used for evaluating behavioral and social science data as well as to the conceptual and theoretical framework behind many of these techniques. The semester will begin with a discussion of basic descriptive and predictive techniques (i.e., central tendency, variability, correlation and regression); but a greater part of the term will be spent discussing probability theory, hypothesis testing and scientific decision-making. Since this is a psychology course, emphasis will be placed on statistical applications for psychological data, but these methods can be used in other fields as well. Offered in the spring.

325 Psychological Disorders of Childhood and Adolescence (3)
A study of the causes and treatment of various psychological disorders of childhood and adolescence, for example, anxiety disorders, depression, childhood schizophrenia, and autism. Offered in the fall.

330 Research Methods in Behavioral and Social Sciences (4) (SOWK 330)
An introduction to the basic research methods used in the social and behavioral sciences. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Prerequisites: Math 160. Offered in the fall and spring.

364 Psychology of Human Relations (3)
A study of factors which affect human relationships, e.g. family of origin, personal values, parenting styles, making choices, personal growth, and sex roles. Offered in the fall and spring.

365 Industrial Psychology (3)
A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered as needed.

368 Psychology of Learning and Cognition (3)
A survey of the major concepts and research methods for studying learning and cognition (e.g., language development, memory formation, and conditioning procedures). Offered in the spring.

369 Physiological Psychology (3)
A study of the biological correlates of behavior. Emphasis is placed on the development and organization of the nervous system, the physiological basis of motivated behavior, and the function and structure of sensory and motor systems. Offered in the fall and spring.

372 Perception (3)
A study of the organizing principles of perception. Topics such as perception of movement, depth, taste and smell, form, color, and illusions are examined. Offered as needed.

373 Exceptional Children (3) (Education 373)
A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course will include an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Offered in the fall and summer.

421 Sport Psychology (3) (Exer 421)
The psychological foundations that underlie sport and physical performance, with the emphasis on application rather than theory. Includes motor skill learning, motivation, social interaction, mental training, and the effects of stress, injury and burnout. Examines goal setting, characteristics of peak performance, relaxation, imagery training, and implementing psychological training programs. Prerequisite: PSYC 222.

430 Advanced Research (3)
A seminar course designed to give students experience in evaluating literature, planning and conducting original research, and technical writing aimed at publication. Emphasis will be on gaining mastery of topics by extensive literature review and on gaining critical thinking skills necessary for scientific inquiry. Prerequisites: a grade of C or better in Psychology 330 and Math 160. Instructor permission required. Offered alternate spring.

461 Abnormal Psychology (3)
A survey of the major forms of abnormal behavior of children and adults, with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisites: Nine semester hours of psychology. Offered in the spring.

463 Educational and Psychological Testing (3)
A study of the principles of educational and psychological testing in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests through using test manuals and the tests themselves. The application of these tests to educational and psychological measurement is addressed. Offered in the spring.

467 Advanced Behavioral Statistics (3)
An exploration of quantitative methods of data analysis, including: higher order analysis of variance, factor analysis, multiple regression and other multivariate techniques. Emphasis is placed on the logic and utility of statistical techniques and on computer applications of data analysis. Prerequisites: a grade of C or better in Psychology 330 and Psychology 266. Instructor permission required. Offered as needed.

471 Clinical Psychology (3)
A survey of the field of clinical psychology, with emphasis on the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 364 and 461. Offered in the fall of even years.

475 Theories of Personality (3)
A survey of the major personality theories ranging from Freud's theory to Existentialism. This is a seminar for psychology majors or minors only. Offered in the fall of odd years.

480 History of Psychology (3)
A study of the important figures, concepts, schools, and systems of psychology from the early Greek philosophers to the present; an exploration of the development of psychological research and theory within the modern and post-modern sociopolitical context; and a re-evaluation of psychology's heritage from the perspective of a Christian worldview. Offered in the fall.

490 Practicum: Developmental Disabilities (3)
A practicum in a setting or an institution for persons with development disabilities. Students are given the opportunity to become involved in various programs that allow for

the practical application of coursework. Supervision is arranged through the staff of the institution or agency and the faculty at Campbell. The student participates in a seminar, writes a library research paper and keeps a log concerning his or her experiences. Offered in the fall and spring only through the main campus.

492 Practicum: Techniques in Counseling (3)
Work for approximately a half-day per week in an applied setting with a mental health counselor, public school counselor, probation officer, or psychologist. Students also participate in an on-campus seminar involving readings and discussions of various aspects of counseling. They write papers related to an aspect of counseling and their work experiences. They also develop and write papers concerning their philosophy and theory of counseling. Supervision is jointly arranged by the staff of the applied setting and the faculty. Offered in the fall only through the main campus.

497 Internship (6)
Full-time work for selected upper class students in a human services setting during a summer session. The students are supervised by the staff of the institution and Campbell faculty and are involved in activities with a staff psychologist or mental health counselor at the respective institution or agency. Offered in the summer only through the main campus.

499 Directed Study (1-3)
A directed study designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his or her primary field of interest. Permission must be obtained from the instructor, chair, and dean.

526 Drug Treatments of Psychological Disorders (1)
An overview of the psychotropic medications that health care providers prescribe for various emotional, mental and behavioral disorders. Class discussion will begin with some basic issues in drug action (i.e., potency, efficacy, primary effects and side effects, administration, distribution and metabolism). Focus will be on educating non-medical professionals about the use of drug treatments for conditions like depression, excessive anxiety, ADHD, schizophrenia and others. Offered alternate spring.

Sociology Course Listing (SOCI 000)

Please Note: Although the School of Education does not offer a major or minor in Sociology, the courses listed below fill General College Curriculum and other requirements and may also be taken as electives.

225 Principles of Sociology (3)
A study of human social interaction and society. Specific topics include cultural variations, socialization, social inequality, collective behavior, and global ecology. Offered in the fall and spring.

226 Social Problems (3)
The nature and extent of social problems in contemporary life examined in terms of causes and constructive methods of prevention and treatment. Offered in the fall and summer.

232 Social Psychology (3) (Psychology 232)
A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality;

the behavior of small groups studied experimentally, group pressure on individual judgment, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

340 The Family (3) (Religion 340)
A socio-cultural study of the family as an institution with emphasis on the family in its current cultural setting. Topics studied include family dynamics as they arise in the family life cycle. The religious dimension of the family is explored. Prerequisite: Religion 101.

344 Sociology of Religion (3) (Religion 344)
An investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion are explored.

345 Human Diversity (3) (Social Work 345)
A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course.

359 Juvenile Delinquency (3)
A study of delinquency as a form of socially deviant behavior. Its definition and extent, the limitations of statistics, theories of causation, the delinquent subculture, prevention, and treatment are explored.

360 Gerontology (3)
A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

450 Women In Our Culture (3) (Family and Consumer Sciences 450)
A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students.

Religion and Philosophy

Professor: Dr. Penny

Associate Professor: Dr. Jonas (Chairman)

Assistant Professors: Dr. Lopez, Dr. English

Professor Emeritus: Dr. Keyser

Adjunct Faculty: Dr. Whiteman, Dr. Simmons, Dr. Eddy, Dr. Vandergriff, Dr. Greene, Rev. Newell

Objectives of the Religion and Philosophy Department

A. To offer required courses in the General College Curriculum designed to acquaint students with the Judeo-Christian tradition.
B. To offer advanced elective courses in religion and philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.
C. To offer a Bachelor of Arts degree with a major in Religion and with the option of concentrations in biblical studies, theology, or Christian history as preparation for seminary education or graduate work in the field of religion.
D. To offer minors in religion for those students who have further interest beyond the level of the General College Curriculum.
E. To offer a learning environment where our students can find ways to integrate their personal faith with their academic skills.

Religion/Philosophy and the General College Curriculum
Candidates for degrees requiring three hours of religion must take RELG 125.

Candidates for degrees requiring six hours of religion must take RELG 125 (Religion majors are an exception, who will normally satisfy this requirement by taking RELG 202 and 212.) and a second course chosen from the following religion courses: RELG 202, RELG 212, RELG 222, RELG 224, RELG 236, RELG 251, RELG 340.

Religion and/or philosophy courses count toward fulfilling the social science/humanities requirement of six hours. Philosophy courses do not count toward fulfilling the religion requirement.

Requirements for a Major in Religion (CIP 38.0201)
Students will complete a curriculum that consists of forty hours of religion beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students will then be required to complete the following:

A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 226

Spiritual Formation for Theological Education, 236 Introduction to Church History, and 251 World Religions.

B. Three semester hours from each of the following areas:
    1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
    2. Theological Studies: RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
    3. Christian History: 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
    4. Religion and Society Studies: RELG 340.
C. Nine elective hours of Religion all of which must be at the 300-level.
D. RELG 402 Senior Seminar.

Requirements for a Major in Religion with a Concentration in Biblical Studies (CIP 38.0201)

Some studcnts who major in religion may choose to concentrate in biblical studies. Such students will complete a curriculum that consists of forty hours of religion beyond the General College Curriculum requirements. Students who choose this concentration will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students in this concentration are required to complete the following:

A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 226 Spiritual Formation for Theological Education, 236 Introduction to Church History, and 251 World Religions.
B. Three semester hours from each of the following areas:
    1. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
    2. Theological Studies: RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
    3. Religion and Society: RELG 340 Family.
C. Twelve semester hours of Biblical studies courses chosen from the following: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
D. RELG 402 Senior Seminar (in Biblical studies).
E. The department strongly encourages the students concentrating in biblical studies to choose Greek for fulfillment of the foreign language requirement in the General College Curriculum.

Requirements for a Major in Religion with a Concentration in Theology (CIP 38.0201)

Some students who major in religion may choose to concentrate in theology. Such students will complete a curriculum that consists of forty hours of religion beyond the

General College Curriculum requirements. Students who choose this concentration will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students in this concentration are required to complete the following:

A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 226 Spiritual Formation for Theological Education, 236 Introduction to Church History, and 251 World Religions.
B. Three semester hours from each of the following areas:
    1. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
    2. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
    3. Religion and Society: RELG 340 Family.
C. Twelve semester hours of theology chosen from the following : RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy, 332 Early Christianity, 333 Reformation.
D. RELG 402 Senior Seminar (in theology).

Requirements for a Major in Religion with a Concentration in Christian History. (CIP 38.0201)

Some students who major in religion may choose to concentrate in Christian History. Such students will complete a curriculum that consists of forty hours of religion beyond the General College Curriculum requirements. Students who choose this concentration will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and will take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students in this concentration are required to complete the following:

A. A department core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 226 Spiritual Formation for Theological Education, 224 Christian Ethics, 236 Introduction to Church History, 251 World Religions.
B. Three semester hours from each of the following areas:
    1. Biblical studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
    2. Theological Studies: RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
    3. Religion and Society: Religion 340 Family
C. Twelve semester hours of Christian history chosen from the following: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist

History, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.

D. RELG 402 Senior Seminar (in Christian History).

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in religion are required to complete a minimum of eighteen hours of advanced Religion courses at Campbell.
B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all religion courses attempted; all religion courses attempted at Campbell.
C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for Minor/Concentration in Religion

A minor/concentration is offered in religion. Students must complete eighteen hours beyond the General College Curriculum requirements, with nine hours numbered 300 and above. The Department requires a residency of at least twelve hours in order to receive a Religion Minor. Courses are to be chosen under the guidance of the department chairman or a religion faculty adviser.

Religion Course Listing (RELG 000)

125 Introduction to Christianity (3)

A study of the biblical foundations, historical development, and traditional beliefs and practices of Christianity and its impact on Western culture and on the lives of those who embrace it. Religion 125 is prerequisite to all other religion courses (except for Religion majors, who normally begin with 202 and 212).

200 Special Topics in Religion (3)

Special topics related to the field of Religion are explored.

202 Old Testament Survey (3)

A survey of the Old Testament designed to introduce the student to the history, literature, and religion of ancient Israel.

212 New Testament Survey (3)

A survey of the literature of the New Testament in the context of the early Christian church.

222 Christian Beliefs (3)

A study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil, and eschatology.

224 Christian Ethics (3)

A study of the Judeo-Christian heritage in ethics with attention to its Biblical and theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

226 Spiritual Formation for Theological Education (3)
An introduction to the academic study of the field of religion with particular attention given to spiritual formation and blending of the cognitive with the affective.

236 Introduction to Church History (3)
A historical study of the major movements, people, and thoughts throughout the history of Christianity.

251 World Religions (3)
A survey of the major religions of the world.

262 Introduction to Christian Education (3)
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

301 Pentateuch (3)
A study of the historical context and theological themes of Genesis through Deuteronomy. Prerequisite: RELG 202.

302 Prophetic Literature of the Old Testament (3)
A study of selected prophetic books in their historical contexts. Prerequisite: RELG 202.

304 Poetic and Wisdom Literature (3)
A study of Old Testament poetic and wisdom literature in its cultural setting. Prerequisite: RELG 202.

305 Jewish Backgrounds to the New Testament (3)
A study of the historical context and literature of the period leading up to the New Testament. Prerequisite: RELG 202 and 212.

313 Teachings of Jesus (3)
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the parables of Jesus. Prerequisite: RELG 212.

314 Paul (3)
A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: RELG 212.

317 The Gospel of John (3)
A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: RELG 212.

321 Contemporary Theology (3)
A survey of the current state of theology. A broad range of movements, issues, and global perspectives will be examined. Treatment will be given to works published within the last five to ten years. Prerequisite RELG 222 or PHIL 121.

323 Philosophy of Religion (3)

An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, the afterlife, and the function of religious language. Prerequisite: RELG 222 or PHIL 121.

324 Ancient and Medieval Theology and Philosophy (3)
A historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. The study includes Plato, Aristotle, the apostolic fathers, Irenaeus, Athanasius, Augustine, Anselm, Aquinas, Lady Julian of Norwich, as well as some Jewish and Islamic thinkers. Prerequisite: RELG 222 or PHIL 121.

325 Modern Theology and Philosophy (3)
A historical survey of theology and philosophy from the time of the Reformation to the twentieth century. Attention is given to such names as Luther, Calvin, Wesley, Locke, Kant, Scheiermacher, Kierkegaard, Nietzsche, Harnack, Barth, and Bonhoeffer. Prerequisite: RELG 222 or PHIL 121.

332 Early Christianity (3)
A survey of Christianity from the early church in Jerusalem through the fifth century. Attention will be given to significant persons, controversies theological development, and movements during this era. Prerequisite: RELG 236.

333 Reformation (3)
A study of the Reformation of the Sixteenth century and its precursors including the Renaissance. Particular attention will be devoted to the life and writings of the major sixteenth century reformers. Prerequisite: RELG 236

334 Religion in America (3)
A study of the history, ideas, and influence of religion in America. Prerequisite: RELG 236.

335 Baptist History (3)
A study of Baptists, including their origins, history, principles, and practices. Prerequisite: RELG 236.

340 Family (3) (Sociology 340)
A socio-cultural study of the institution of the family as it exists in a cultural setting. Key emphasis is given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages.

362 Youth Ministry (3)
A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church.

402 Senior Seminar (4)
Advanced investigation and research on selected topics in biblical studies, church history, theology, and philosophy.

Philosophy Course Listing (PHIL 000)

121 Introduction to Philosophy (3)
An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion, and metaphysics.

Greek Course Listing (GREE 000)

101-102 Elementary Greek (3,3)
A survey of the elements of Hellenistic (koiné) Greek grammar, illustrated systematically from the Greek New Testament.

201-202 Intermediate Greek (3,3)
Readings from the Greek New Testament with a review of grammar at the intermediate level. Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

Social Work

Professor: Dr. Kledaras (Chair)

Assistant Professor: Dr. Tina Hancock

Adjunct Instructors: Ms. Murphy, Ms. Kane

The social work program is accredited by the Council on Social Work Education. The social work major is designed to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities.

Academic credit for life or previous work experience will not be given in lieu of courses prefixed SOWK nor for the social work field practicum. The major leads to the Bachelor of Social Work degree.

Transfer of social work courses from social work programs accredited by CSWE may be allowed after review and with the permission of the Program Chair.

All candidates for a major in social work must be officially admitted to the social work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general college curriculum requirements, Social Work 201 and 290 with a grade of "C" or better.
2. Minimum grade point average of 2.25 on all work attempted.
3. Approval of faculty in the social work program.

Continuance in the social work program requires that students maintain at least a minimum of a 2.0 grade point average on all social work courses.

Termination from the social work program may occur for academic, as well as for non-academic, reasons.

Requirements for a Major in Social Work (CIP 44.0701)
Social Work 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 490, and 491; Biology 111, Biology 221; Sociology 225, 340, and 345; and Psychology 222, 364, and 461. The required mathematics course is Math 160. Sociology 340 may be counted as Religion 340. One Restricted elective.

Upper level courses in social work are open only to normally admitted majors. Electives should be supportive of the major and approved in consultation with the social work faculty adviser.

Social Work Course Listing (SOWK 000)

201 Introduction to Social Work (3)
A course offering students, who think they would like to work with others, an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs

and services in the U.S. Problems which social workers encounter in their practice with individuals, families, groups, organizations, and communities are presented and a generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall and spring.

290 Early Field Experiences in Social Work (3)
A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, and permission of the Field Coordinator. Students must apply by March 15th for the fall semester and by October 15th for the spring semester. It is recommended that SOWK 201 be taken and completed with a grade of C or better prior to taking SOWK 290. Offered in the fall and spring.

320 Social Work Practice Methods I (3)
A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with individuals and families. Prerequisite: Formal admission to the major. Offered in the fall.

321 Social Work Practice Methods II (3)
A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of SOWK 320 and SOWK 350. Offered in the spring.

330 Research Methods in Behavioral and Social Science (4) (Psychology 330)
A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Formal admission to the program and completion of Mathematics 160. Offered in the Spring.

340 Social Welfare History and Systems (3)
341 Social Welfare Systems and Services (3)
Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins of social welfare and the history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied. In SOWK 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to the legislation and regulations pertinent to social work generalist practice. Prerequisite:

Formal admission to the program, and completion of Sociology 225. Offered in the fall and spring respectively.

345 Human Diversity (3) (SOCI 345)
A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course. Offered in the spring.

350-351 Human Behavior in Social Environment (3,3)
Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, diverse social environments, contexts that support or inhibit human development, functioning, and variations in development, and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: Formal admission to the program, and completion of Biology 221, Sociology 225 and Psychology 222. Offered in the fall and spring respectively.

360 Topics in Social Work (1-3)
An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. Offered as needed.

480-481 Practice Seminar (3,3)
A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the fall and spring respectively.

490-491 Field Practicum I and II (6,6)
Social work practice in an approved agency under MSW supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and must possess a valid North Carolina driver's license and motor vehicle insurance. A completed request for placement must be turned in to the Field Coordinator by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Completion of all Social Work courses. Offered in the fall and spring respectively.

Theatre Arts

Assistant Professors: Ms. Martin, Mr. Wallace

Adjunct Faculty: Mr. Johnson

Students wishing to major in Theatre have the option of choosing from two areas of concentration: Theatre Arts or Drama & Christian Ministry. Candidates for graduation must have an overall "C" average in all college work attempted and a minimum grade of "C" in each course required in the major.

Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. To meet this requirement, all majors must register for one section of Practicum (THEA 224, 225, 226, 227, 228, 229, 230, 231) each semester.

Theatre Arts Core Classes

The following courses (29 or 30 credit hours) are required of all majors:

THEA **113** Vocal Performance or **115** Public Speaking (3)
THEA **220** Stagecraft Lab (1)
THEA **221** Stagecraft (3)
THEA **224, 225, 226, 227, 228, 229, 230, 231** Practicum (.5 each)
THEA **241** Acting (3)
THEA **242** Directing (3)
THEA **321** Scene Design (3) or **328** Costume Design (3) or **323/320** Stage Lighting (4)
THEA **331** Theatre History to 1800 (3)
THEA **332** Theatre History from 1800 (3)
THEA **329** Costume Construction (3)

Theatre Arts Curriculum (CIP 50.0501)

Theatre Arts majors will take the 50 to 61 credit hours required by the General College Curriculum, the 29 credit hours of the Theatre Arts Core Classes, 18 credit hours of THEA elective courses, and 20 to 31 hours of General Elective courses.

As a Theatre Arts major, students can choose an emphasis in one of several areas including: Acting, Directing, Stage/Lighting Design, Playwriting, Technical Direction, Musical Theatre, Stage Management, Theatre Management, etc.. Elective courses (both Theatre Arts courses and General Electives) will be selected under the supervision of advisers to support the student's choice of emphasis.

Drama & Christian Ministry Curriculum (CIP 50.0599)

Drama & Christian Ministry majors will take the 50 to 61 hours required by the General College Curriculum (to include RELG 202 (New Testament) and RELG 212 (Old Testament)), the 29 credit hours of the Theatre Arts Core classes, 8 to 19 hours of General Electives, as well as the following 30 hours:

RELG **226** Introduction to Christian Ministries (3)
RELG **236** Church History (3)
RELG **222** Christian Beliefs or **224** Christian Ethics (3)

RELG **340** Family (3)
RELG **362** Youth Ministries (3)
MUSC **427** Music for Children (3)
THEA **272** Puppetry (3)
THEA **292** Stage Management (3)
THEA **301** Theatrical Production in a Church Environment (3)
THEA **342** Advanced Directing (3)

Theatre Arts Minor
All Theatre Arts minors will take 10 or 11 credit hours of core courses and with faculty supervision will select six to seven credit hours in the area of their interest. In addition they will select a minimum of six credit hours of THEA elective courses.

Core Courses

THEA **131** Introduction to Theatre (3)
THEA **241** Acting (3)
THEA **329** Costume Construction (3)
or **220** Stagecraft Lab (1) and **221** Stagecraft (3)
THEA **224, 225,** Practicum (0.5 each)

Area of Interest Courses (select two

THEA **113** Vocal Performance (3)
THEA **242** Directing (3)
THEA **261** Playwriting (3)
THEA **301** Theatrical Production in Church Environment (3)
THEA **321** Scene Design (3) or **328** Costume Design (3) or **323/320** Stage Lighting (4)
THEA **331** Theatre History to 1800 (3) or **332** Theatre History from 1800 (3)

Additional Elective Hours
Students shall select a minimum of six additional credit hours of THEA elective courses

Theatre Arts Course Listing (THEA 000)

113 Vocal Performance (3)
A basic course in vocal production designed for the development of a more efficient and pleasing voice for actors, radio and television announcers, lawyers, and those desiring vocal improvement. Special attention is given to relaxation, breathing, vocal gesture and emotion, and the process of verbalization.

114 Dialects for the Actor (3)
This course is designed to assist the actor in developing techniques used for creating different dialects required for performance of certain works of dramatic literature.

115 Public Speaking (3)
A study of the principles of oral communication designed to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

131 Introduction to Theatre (3)
A broad survey of theater from its origins to modern times. Work on current productions is required.

132 Theatre Lab (1)
An optional lab that can accompany THEA 131. Requires work on current productions.

220 Stagecraft Lab (1)
A required lab to accompany THEA 221. Requires work on current productions.

221 Stagecraft (3)
An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation. Concurrent enrollment in THEA 220 required.

222 Drawing and Rendering for the Stage (3)
A course specializing in drawing, sketching and rendering for the theatre.

223 CADD Computer Assisted Drafting and Design (3)
A course in Computer Assisted Drafting and Design for the stage. Basic tasks including drawing lines, shapes, and freehand objects, then progressing from flats and other scenic pieces to floor plans, front elevations and working drawings. Basic familiarization with ClarisDraw and MiniCad applications. Prerequisite: THEA 221 or 222.

224, 225, 226, 227, 228, 229, 230, 231 Theater Practicum (0.5 credit hour each)
Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. Assignments will be made for the practical applications of basic theater skills.

241 Acting (3)
A course that teaches the actor to use the fundamental tools of the craft – voice, body and imagination – through exercises, improvisations, and simple character development.

242 Directing (3)
An introductory course in the fundamentals of stage directing. (Prerequisite: THEA 241 or permission).

251 American Musical Theatre (3)
A survey of the history and development of musical theatre in the United States.

261 Playwriting (3)
An introductory course in the writing of plays. Projects can include scenes, one-acts, and development of full-length scripts.

271 Stage Makeup (3)
A basic study of the design principles and application of stage makeup.

272 Puppetry (3)
An introductory course in the creation and manipulation of puppets and creation of scripts for puppet shows. Course will culminate with a publicly performed puppet show.

281 Summer Theatre Production (3)
This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects as production needs demand.

282 Advanced Summer Theatre Production (3)
This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew work.

291 Theatre Management (3)
An introductory course in theatre management studying the fundamentals and methods of theatrical producing, business management, audience analysis, press relations and publicity, advertising, and audience engineering and psychology. Projects can include work on a main stage production.

292 Stage Management (3)
An introductory course in stage management familiarizing the student with the practices of the stage manager. Includes tasks required before rehearsals begin, during readings and rehearsals, during production, and during post-production. Projects include assembly of a promptbook and associated paperwork.

301 Theatrical Production in a Church Environment (3)
An introduction to the philosophical and practical aspects of dramatic production in church settings. Topics include: history of the use of drama in the church, historical and contemporary attitudes towards drama in the church, types of church drama, script selection, script writing, and the unique challenges of overall production management of church drama. Projects can include performance in a church setting.

320 Lighting Lab (1)
A required lab to accompany THEA 323. Requires work on current productions.

321 Scene Design (3)
An introduction to the basic principles and techniques of scenic design in theory and application with a practicum in analysis, layout, drawing, and color. (Prerequisite: THEA 22 1).

322 Scene Painting (3)
An introduction to the techniques and materials that form the foundation of traditional scene painting.

323 Stage Lighting (3)
A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, production techniques, and lighting design. Concurrent enrollment in THEA 320 required.

324 Advanced CADD (3)
An advanced course in CADD involving perspective, rendering, and lighting design layout on the Macintosh computer and use of the most current design and lighting applications. Prerequisite: THEA 223.

327 History of Costume (3)
A course that explores the history of costume from ancient times to the present, including study of the various the influences on clothing development.

328 Costume Design (3)
A course emphasizing the design of costumes for the stage. Includes drawing, sketching, rendering of ideas for costumes, and fabric selection.

329 Costume Construction (3)
A course that covers various costuming techniques, including stitching and construction of costumes. May include patterning, draping, dyeing.

331 Theatre History to 1800 (3)
A study of theatre history and dramatic literature from the Classical Greeks to 1800.

332 Theatre History from 1800 to the Present (3)
A study of theatre history and dramatic literature from 1800 to the present day. (Prerequisite: THEA 331).

341 Advanced Acting (3)
The study of character development and through analysis, scene preparation, and performance. (Prerequisite: THEA 241 or permission).

342 Advanced Directing (3)
An advanced course in stage directing. Attention is given to analysis of themes, structure, and style. (Prerequisites: THEA 241, THEA 341, and THEA 242).

343 Acting Styles (3)
A course designed to specialize the actor in one particular acting style – Shakespearean, Commedia etc. Can be taught in conjunction with the production of a period play utilizing this style. (Prerequisite: THEA 113 and THEA 341 or permission).

345 Musical Theatre Styles (3)
A study of various musical theatre styles. (Prerequisite: THEA 241 or permission).

360 Stage Combat (3)
A course designed to acquaint the student with proper methods in combat techniques used on stage. Techniques may include unarmed combat, broadsword and dagger, quarterstaff, foil and sabre techniques.

370 Advanced Design (2)
A course designed to offer the student advanced training in scenic, lighting, and costume design with a variety of projects entailing advanced design problems. (Prerequisite: THEA 221 and 321, 323, or 328).

421 Design Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a design project for a one-act or main stage production under the supervision of the design faculty. (By permission).

422 Technical Direction Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a technical direction project for a one-act or main stage production under the supervision of the faculty technical director. (By permission).

423 Stage Management Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a stage management project for a one-act or main stage production under the supervision of a faculty member. (By permission).

431 Theatre History/Research Project (2)
An advanced research project conducted in the senior year, under the supervision of the directing faculty. (By permission).

441 Acting Project (2)
An advanced acting project in a major role in a one-act play or main stage production, performed in the senior year, under the supervision of the acting faculty. (By permission).

442 Directing Project (2)
A play directed in the senior year under the supervision of the directing faculty. (By permission).

443 Creative Dramatics (3)
The study of the use of drama, improvisation and play as a stimulant for learning and development of creative imagination in children and adults.

444 Drama & Christian Ministries Project (2)
An advanced project involving a Drama & Christian Ministries production. Conducted in the senior year under the supervision of the directing faculty. (By permission).

445 Musical Theatre Project (2)
An advanced acting project in a major role in a musical production, performed in the senior year, under the supervision of the directing faculty. (By permission).

460 Special Topics (3)
This is a course offered when special circumstances require examination of subject matter not typically included in the academic program. Topics and projects vary.

461 Internship (3)
This is a course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate theatre organization. Prerequisite: must be a Theatre Arts Major or Drama & Christian Ministries Major and have permission of the department.

462 Dramaturgy (3)
An introduction to the many roles of the dramaturg, including theatrical researcher, literary manager, script developer, creative consultant, critic, and "audience of one" serving the playwright, director, actors, designers and audience. The origins and development of dramaturgy will be examined.

470 Design Portfolio (2)
A course offering the design student the opportunity to assemble the products of their technical theatre courses into a portfolio necessary for interviews for graduate school and employment. Additional interview training will be offered. (By permission).

481 Summer Theatre Production (3)
This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects, as production needs demand.

482 Advanced Summer Theatre Production (3)
This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew position work.

Trust and Investment Management

Professor: Mr. Pond

Associate Professor: Mr. Witherspoon (Chair), Dr. Deutsch, Ms. Vaughan

Assistant Professor: Mr. Berry, Mr. Butler

Requirements for a Major in Trust and Investment Management (BBA) (CIP 52.0899)
ACCT 213, 214, 333; BADM 221, 222, 300, 314, 320, 331, 336, 433, 435, 530, 531; CIS 125; ECON 201, 202, 453; TRST 330, 400, 410, 411, 415, 420, 432, 435, 436, 438, 470. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Requirements for a Major in Trust and Investment Management Pre-Law Track (BBA) (CIP 52.0899/22.0001)
ACCT 213, 214, 333; BADM 221, 222, 300, 314, 320, 433, 435, 530, 531; CIS 125; ECON 201, 202; TRST 330, 400, 410, 411, 415, 420, 432, 435, 436, 438, 470; and three from: DRAM 115, ENGL 302, GOVT 229, GOVT 330, or PHIL 221. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Requirements for a Minor in Financial Planning
ACCT 333; BADM 320, 433, 530; TRST 410, 411,432,436 (no more than 6 hours in a major may be applied to the minor).

Trust Management Course Listing (TRST 000)

330 Wills, Estates, and Trusts (3)
A course designed to introduce students to the subject of property and interests therein, the distribution of property by intestacy or by will, trusts as dispositive devices, and the planning and administration of property in estates and trusts.

400 Fiduciary Law (3)
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: TRST 330.

410 Estate Taxation (3)
A study of the basic principles of federal estate tax law and basic techniques to minimize the impact of the tax on the decedent's estate. Prerequisite: Accounting 333.

411 Gift and Fiduciary Taxation (3)
A study of the basic principles of federal gift tax law, generation-skipping tax law, and fiduciary income tax law. Emphasis will be given as to how to minimize the impact of gift, generation-skipping, and fiduciary income taxation. Prerequisite: Accounting 333 and Trust 410.

415 Operational Functions of a Trust Department (3)

A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: TRST 330 and 400.

420 Fiduciary Law (3)
A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: TRST 400.

432 Estate Planning Seminar (3)
A study of the principles of intestate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and post mortem planning. Prerequisites: TRST 420 and 411, or approval of instructor.

435 Estate Administration and Accounting (3)
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of gift, estate, and income tax returns; investment review; accounting procedures which require the student to inventory assets and set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility, including post mortem planning; prepare all necessary court accounting and make final contribution per terms of the Last Will and Testament. Prerequisite: TRST 420.

436 Employee Benefits (3)
This course is designed to introduce the student to the various types of employee benefits that are provided employees by or through employers including corporations, sole proprietorships, and the self-employed. The course examines social security benefits and focuses on the basic concepts used in the establishment, administration, investment, and distribution of various Defined Benefit and Defined Contributions Plans. The student is exposed to the regulations and practices governed by ERISA and takes part in the review and development of a prototype plan. Several active employee benefit account managers are guests during the semester to provide the students a realistic application of the course of study. Prerequisites: ACCT 333, TRST 411.

438 Trust Administration (3)
An examination of the administration and distribution of property placed in trust by individuals, corporations, charitable institutions, and units of government. Prerequisite: TRST 420.

470 Trust Sales and Marketing (3)
A practical investigation of sales process and the marketing process from the trust banker's perspective. Topics include the evolution of the market for trust services, market

opportunity assessment, market segmentation, development of marketing strategies, pricing of services, and personal selling. Prerequisite: Senior standing in the Trust and Investment Management Program.

490 Trust Internship (3)
A trust or financial planning-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least), declared major in Trust Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

Special Programs

Student Life

The Office of Student Life provides instruction in several student development areas. Courses address (a) academic skills, (b) leadership development, and (c) vocational aptitude and finding employment. Led by professionals, they earn elective credit for the participants.

SLIF 100 Fundamentals of Leadership (2)
Facilitator: Dorothy Mullins, Director of Residence Life

A thorough examination of various leadership qualities and leadership roles designed to develop effective problem solving and life skills to aid Resident Assistants in becoming fully capable of filling a leadership position.

Foreign and Special Studies Programs

Malaysian Program
Campbell University is involved in a cooperative program with the University of Ulster of Belfast, Ireland and Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia.

Graduates of the science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment.

Study Abroad Program
Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine-months study are available to students in selected majors.

Council for Christian Colleges and Universities Off Campus Study Programs
Because Campbell University is an affiliate of the Council of Christian Colleges and Universities, an association of more than 100 private liberal arts Christian colleges and universities, a number of off-campus learning opportunities are available to juniors and seniors with a minimum G.P.A. of 2.75.

These include an American Studies Program in Washington, D.C., a Latin American Studies Program in Costa Rica, the Los Angeles Film Studies Center, a Middle East Studies Program in Cairo, a Russian Studies Program in Moscow and Nizhni Novgorod, and a summer study program at the University of Oxford. Two new editions include the Oxford Honors Program, which opened in 1998 and the China Studies Program in January of 1999.

American Studies Program
The American Studies Program (ASP) is a semester-long internship/seminar program for upper division students in most majors. Located in Washington, D.C., the program offers a non-traditional, inter-disciplinary, issue-oriented learning experience. Students gain on-the-job experience through an internship in the field of their choice and study current national and international issues in seminars led by Washington policy experts. ASP serves as Campbell's Washington campus and students may earn up to 16 semester hours of credit toward their degree. By exploring public policy issues in the light of biblical truth and

working in internships which help prepare them for a future in the marketplace, students gain insight and experience that can strengthen their ability to live and work in a biblically faithful way in society and in their chosen field. The aim of the program is to prepare students to live faithfully in modern society as followers of Christ. One unit of study each semester looks at an economic issue in either domestic or international policy.

China Studies Program
The Chinese Studies Program (CSP) provides for students to live and experience Chinese civilization firsthand. Students participate in seminar courses on historical, cultural, religious, geographical, and economic issues of China. It is an interdisciplinary, cross-cultural program that allows students to study the Chinese language as well as assist Chinese students in learning English. The emphasis of the China Studies Program is to provide and introduce students to the diversity of China while enabling them to interact with this important part of the world in a Christ-centered way. The China Studies Program is a semester-long program, which began in the spring of 1999. Students earn 16 semester hours of credit.

Latin American Studies Program
San Jose, Costa Rica is the setting for the Coalition's Latin American Studies Program (LASP).

This semester abroad program is designed for students who are seeking to integrate their faith with knowledge and experience in a third world context. LASP participants typically earn credit toward their degree. Students live with Central American families, engage in language classes and seminar courses, work on rural service projects and travel in Central America. Each spring semester LASP also offers a specialized concentrations for science majors entitled "Tropical Science and Sustainability/Environmental Studies." Participating natural science students branch off from the main LASP body for six weeks to earn credit in the natural sciences. Likewise, each fall the LASP offers a specialized concentration for those students majoring in business. Entitled "International Business: Management & Marketing" this program differs from the core program by offering credit structured specifically for business students. In addition, both fall and spring terms offer "Advanced Language and Literature Studies," which is designed specifically for and is limited to, Spanish Majors. Students in all concentrations earn 16 semester hours of credit.

Los Angeles Film Studies Center
The Los Angeles Film Studies Center (LAFSC), located in Hollywood, is a semester-long internship/seminar program for upper division students who are interested in an introduction to the work and workings of the mainstream Hollywood film industry. Although not intended as a substitute for film school, the LAFSC curriculum is designed to expose students to the industry, to the many academic disciplines that might be appropriate to it, and to critical thinking and reflection on what it means to be a Christian in this field of endeavor. As such, the curriculum is balanced between courses of a theoretical nature and courses that offer students a more applied introduction to the world of film. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work. In addition internships in various segments of the film industry provide students with valuable hands-on experience. Participating students may earn 16 semester hours of credit, which may be applied to a variety of student programs through consultation with an academic adviser.

Middle East Studies Program

The Middle East Studies Program (MESP) in Cairo, Egypt provides students with the opportunity to study the cultures, religions and conflicts within this diverse and strategic region.

Students from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. Participants spend two weeks traveling to Israel, including time in the West Bank. Additional field trips are available for interested students. The Middle East Studies Program encourages evangelical Christians to relate to the Muslim world in an informed and constructive manner.

Russian Studies Program
Students attending the Russian Studies Program (RSP) spend a semester studying the language, culture and history of Russia as well as current political and economic issues. In addition they interact with leaders in the community to develop a better understanding of contemporary Russian society and how, as Westerners, they can foster more interaction with the country.

Mobility characterizes the program. Two weeks are spent in Moscow and 10 weeks in Nizhni Novgorod (formerly Gorky). The final three weeks in St. Petersburg allow students to live with a Russian family and to experience Russian culture first-hand. A service project during this segment of the program gives students the opportunity to have a practical "hands on" work experience alongside Russian nationals in a wide range of professional settings. Students generally earn 16 semester hours of credit.

Oxford Honors Program
Honors students and other qualified individuals have the opportunity to study inEngland through an interdisciplinary semester at Oxford University. The Oxford Honors Program allows students to participate in a variety of study programs in the arts, religion, history, economics, philosophy, and many other subjects. Students choose two study programs and participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips are also included in the educational experience. The Oxford Honors Program aims at providing rigorous academic programs which increase critical thinking skills with a Christian perspective. Students earn 16 semester hours of credit.

Oxford Summer School Program
The Oxford Summer School Program is a multi-disciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics and religion of this era. Students have the opportunity to study with the faculty of the Center for Medieval and Renaissance Studies affiliated with Oxford's (Keble College). Lectures are normally held on weekday mornings, leaving the afternoons free for seminars, private study and exploration. Field trips to places of historical importance such as St. Augustine's Abbey, Canterbury Cathedral, Stratford-on-Avon, and Hampton Court provide an up-close opportunity to experience the cultural richness of England. Unlike the Coalition-sponsored programs, credits at the Oxford Summer School Program are generated directly at the University of Oxford. Students are able to earn 6 to 9 semester credits.

Summer Institute of Journalism
The summer Institute of Journalism is a Christ-centered program that brings students to Washington, D.C. for seminars with over 25 top professional journalists from the media. It blends classroom experience with hands-on news gathering and news writing opportunities over an intensive four weeks from mid-May to mid-June, for which participants receive four semester hours of credit from their home campuses.

Reserve Officers' Training Corps (ROTC)

Professor of Military Science: LTC Campagna (Chair)

Assistant Professors: LTC Reese, CPT Psaltis, CPT Collins, CPT Smith

Instructor: MSG Parker

Objectives
The objective of Campbell University's ROTC Program is to motivate and prepare selected students to serve as leaders in the U.S. Army. The course of instruction provides a practical understanding of the concepts and principles of military science and aids in developing a strong sense of duty, honor, country, and citizenship. Our program promotes individual fitness as well as teamwork and provides numerous leadership opportunities. Students will also gain an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

Scope
The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full time freshmen and sophomores. Completion of the Basic Course is a prerequisite for Advanced Course application. A student who enrolls in the Basic Course does not incur any obligation to serve in the Army. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

Military Science Course Listing (MSCI 000) (CIP 30.0501)

Basic ROTC Program Courses

101 Foundations of Officership (1)
The purpose of this course is to introduce students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. The MSL 101 course is designed to give you accurate insight into the Army Profession and the officer's role within the Army. One (1) lecture hour per week.

102 Basic Leadership (1)
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. One (1) lecture hour per week.

201 Individual Leadership Studies (2)
The course is designed to develop within students' knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Two (2) lecture hours per week.

202 Leadership and Teamwork (2)
A study in the fundamentals of leadership as they relate to accomplishing military duties. Focuses on self-development guided by knowledge of self and group processes leading to team development, motivation, and communications. Experiential learning activities are designed to challenge students' current beliefs, knowledge and skills. This course also provides equivalent preparation for the ROTC Advanced Course as the Leaders Training Course. Two (2) lecture hours per week.

221 Leader's Training Course (3)
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced ROTC Program Courses leading to commissioning as an officer in the U.S. Army upon graduation. Five (5) week summer program at Fort Knox, KY for students from universities and colleges throughout the nation.

Advanced ROTC Program Courses

301 Leadership and Problem Solving (3)
An integrated course designed to enable a student/cadet to quickly learn essential student/cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key tasks. Course begins with an introduction to the principles of physical fitness and healthy lifestyle so that students/cadets may effectively work to improve or maintain their physical fitness levels. Next, students/cadets will be introduced to the Leader Development Program that will be used to evaluate their leadership performance and provide developmental feedback. This will be followed by instruction on how to plan and conduct individual and small unit training, as well as basic tactical principles. Following these important introductory modules, the course turns to a four-week study of reasoning skills and the military-specific application of these skills in the form of the Army's troop leading procedure. The term concludes its final four weeks with a detailed examination of officership, which culminates in a five-hour officership case study. This treatment of officership is especially appropriate because MSCI 301 is the first term that all students/cadets, regardless of your route of entry into ROTC, must take. Three (3) lecture hours and one (1) laboratory hour per week.

302 Leadership and Ethics (3)
A study in leadership from the perspective of the Second Lieutenant, concentrating on the coordination and execution of administrative and tactical command decisions. In additional, the moral and ethical dilemma faced in today's society and those unique to the military will be introduced though case studies and practical exercises. Laboratory periods

concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

321 Applied Military Leadership (3)
An intensive practical application of leadership and military skills for Advanced Course students. Five (5) week summer program conducted at Fort Lewis, WA, for all Advanced Course cadets from colleges and universities throughout the ROTC Regions. The National Advanced Leadership Camp as the U.S. Army calls it is a mandatory requirement for those students/cadets seeking a commission as an officer.

401 Leadership and Management (3)
This course begins with a series of lessons designed to enable you to make informed career decisions as you prepare their accessions documents. Follow-on lessons concentrate on Army operations and training management, communications and leadership skills and support the beginning of the final transition from cadet to lieutenant. Three (3) lecture hours and one (1) laboratory hour per week.

402 Officership (3)
Studies in military subjects that will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Command and Staff Functions, the Army's Training Philosophy, How to Conduct Briefings, the Officer and Non-Commissioned Officer Evaluation System, and Ethics and Professionalism. Students prepare and present briefings to the Professor of Military Science for all cadet events and operation conducted throughout the semester. Additional subjects covered include Personal Financial Management, Officer Additional Duties, the Army Logistics System, Maintenance Management and the Uniform Code of Military Justice. Three (3) lecture hours and two (2) laboratory hours per week.

ROTC Internship Programs (No Credit)

Cadet Professional Development Training (CPDT)
This is a two to three-week program during which students attend Army schools such as Airborne School (military parachuting), Air Assault School (helicopter operations), Northern Warfare School (military training in Alaska) or Mountain Warfare School (mountain training in various states). The program is open to all enrolled ROTC students, but selection is competitive due to the limited availability of slots in the program.

Cadet Troop Leadership Training (CTLT)
This is a three-week program in which students can apply their leadership and professional knowledge in practical ways by working as lieutenants in Army units. The program is only available to Advanced Course students during the summer of their junior year. Students must have successfully completed the National Advanced leadership Camp (MSCI-321).

Leadership Course Listing (LDR 000)

100 Introduction to Leadership (3)
A course that introduces participants to issues and competencies related to being an effective leader. The course is dedicated to educating students about their potential to lead and, hence, empower students to seek self-improvement. It provides students with a number of practical life skills useful in any day to day business or personal encounter. The

course also focuses on the follower and presents ideas on how to influence people in a variety of situations. No prerequisites.

Directory Information

Administration and Staff, 2005

Office of the President
Jerry M. Wallace, President
Diamond Matthews, Administrative Assistant to the President
Dawn Phillips, Administrative Assistant to the President

Office of the Vice President for Academic Affairs and Provost
M. Dwaine Greene, Vice President for Academic Affairs and Provost
Malisa Baker, Administrative Assistant to the Vice President for Academic Affairs and Provost

The College of Arts and Sciences
Mark L. Hammond, Dean of the College of Arts and Sciences
Elaine Smith, Administrative Assistant to the Dean of the College of Arts and Sciences

Departmental Secretaries: Brenda Blackman, Biology, Chemistry/Physics; Judy Robbins, English and Foreign Language; Betty Hrush, Fine Arts; Marilyn Buie, Exercise Science; Vicki Crowell, Government/History/Justice; Cheryl Cruickshank, Mass Communication; TBD, ROTC; Kathy Ennis, Women's Basketball; Cathy McLamb, Men's Basketball

Extended Campus Education
Tom G. Harris, Associate Dean, Extended Campus Education
Cynthia Wallace, Administrative Assistant to the Associate Dean of Extended Campus Education
Dave Anderson, Director for Ft. Bragg Campus
Frank Signorile, Director for Distance Education
Bill Wolfe, Director for Pope Air Force Base Campus
Raymond Young, Director for Camp Lejeune Campus
Richard Zanone, Director for Raleigh Center Campus

WCCE
Travis Autry, Manager of Radio Station
Carolyn Bowden, Operations Director

Divinity School
Michael G. Cogdill, Dean of the Divinity School
Joyce Mashtare, Administrative Assistant to the Dean of the Divinity School
Barry A. Jones, Associate Dean for Academic Programs
Faithe C. Beam, Director of Student Services
Irma C. Duke, Director of Alumni and Church Relations
Kheresa W. Harmon, Director of Admissions
Christopher R. Taylor, Admissions Assistant

Departmental Secretaries
Phebie Smith, Religion and Philosophy, Elaine Dawson, Divinity School

Lundy-Fetterman School of Business
Ben Hawkins, Dean of the Lundy-Fetterman School of Business
Traci Pierce, Administrative Assistant to the Dean of the Lundy-Fetterman School of Business

Carl Broadhurst, Associate Dean and Business Administration, and Economics Chair
Shahriar Mostashari, Associate Dean and Director of MBA Program
Peggy Lawrence, Career Placement Advisor

Departmental Secretaries: Kristi Stratton, Business Administration, Economics and Lundy Chair; April Hawkins, Financial Planning and Accounting, Trust, CIS; Candice Allison, Administrative Assistant to Graduate Programs; Teresa Knox, Administrative Assistant to PGM

Norman Adrian Wiggins School of Law
Willis P. Whichard, Dean of the Norman Adrian Wiggins School of Law
Barbara Wilson, Administrative Assistant to the Dean of the School of Law
Margaret Currin, Associate Dean
Veronica Stewart, Associate Registrar
Lou Naylor, Associate Director of Admissions
Robert M. Linz, Law School Librarian

School of Education
Karen P. Nery, Dean of the School of Education
Tereca Batts, Administrative Assistant to the Dean of the School of Education
Departmental Secretaries: Kathleen McNeill, Education; Betty Bell, Social Work

School of Pharmacy
Ronald W. Maddox, Dean of the School of Pharmacy
Betty Wallace, Administrative Assistant to the Dean of the School of Pharmacy
Thomas Holmes, Associate Dean of Pharmacy
Phyllis Strickland, Administrative Assistant to the Associate Dean of Pharmacy
W. Mark Moore, Director of Admissions and Assistant Dean of Student Life
Leigh Ann McStoots, Administrative Assistant to the Assistant Dean of Admissions/Coordinator
Randy Scott, Admissions Counselor
Jodi Peeler, Director of Alumni and Career Placement
Valarie Clinard, Director of Experiential Programs
Gabrielle Morgan, Coordinator, Pre-Pharmacy
Amy Heath, Continuing Education
Danielle Letendre, Student Affairs Coordinator
Jena Kelly, BSPS/MSPS Coordinator

Departmental Secretaries: Debra Austin, Kathy Monaghan, Stephanie Musselwhite, Lisa West, Jean White , Deeda Harris

Laboratory/Research Staff: Cheryl Culpepper, Janice Jackson-Freeman, Carisa Shaw, Bill Wrigten, Wrennie Edwards, Ken Korndoerfer

Registrar's Office
J. David McGirt, University Registrar
Billie Jo Pittman, Associate Registrar-Graduation; Brenda McLeod, Assistant Registrar-Computer; Evelyn Howell, Assistant Registrar-Transcripts and Records; Marian Brantley, Assistant Registrar-Student Records; Debbie Lucas, Secretary/Receptionist for Registrar's Office; June Lee, File Clerk; Susan Rhodes, International Student Coordinator

Carrie Rich Library
Ronnie W. Faulkner, Director of Library Services
Linda Martin, Administrative Assistant to the Director of Library Services

Library Services: Borrée Kwok, Technical Services and Systems Librarian; Jennifer Carpenter, Head of Reference Services; Marie Berry, Reference Librarian; Patricia Davis, Reference Librarian; Sharron Bortz, Coordinator of Curriculum Materials/Media; Brenda Johnson, Technical Services Assistant

Office of the Vice President for Student Life
Dennis Bazemore, Vice President for Student Life
John Creech, Assistant Dean for Student Services/Director of Career Development and Placement
Dorothy Mullins, Assistant Dean for Campus Life/Director of Residence Life
Jennifer Brown, Administrative Assistant to the Vice President for Student Life
Terry-Michael Newell, Campus Minister
Debbie Temple, Administrative Assistant to Campus Minister
Gale Johnson, Director of Health Affairs
TBA, Director of Student Health
Anne Parker, Administrative Assistant to the Director of Student Health
Bill Randall, Pharmacist
Pascal Molinard, Director of Recreational Services
Andy Shell, Director of Intramurals
Trish Walsh, Director of Student Activities
Susan Chriscoe, Director of Student Support Services
Ricky Symmonds, Director of Public Safety
Joy Davis, Director of Parking Administration
Stan Williamson, Director of Athletics
Tony Delp, Assistant Athletic Director, External Affairs
Debbie Richardson, Assistant Athletic Director, Internal Operations
Stan Cole, Assistant Athletic Director, Media

Office of the Vice President for Institutional Advancement
Jack Britt, Vice President for Institutional Advancement
Susan Litton, Administrative Assistant to the Vice President for Institutional Advancement
Jerry Wood, Assistant Vice President for Church and Community Relations
Doug Jones, Assistant Vice President for Alumni Relations, Special Events, and Annual Fund
Kathy Crenshaw, Coordinator of Special Events
Cindy Blaylock, Coordinator of Alumni Field Relations
Benny Pearce, Director of Public Information
Susan Welch, Administrative Assistant to the Director of Public Information
Shannon Smith, Publications Manager
Lawrence Buffaloe, Assistant Vice President for Foundations and Corporate Relations
Carla Anglin, Administrative Assistant for the Assistant Vice President of Corporate and Community Relations
Jason Hall, Director of Estate Planning
Bob Cogswell, General Counsel
Angela Rivera, Grant Researcher/Writer

Departmental Secretaries: Violeta Saenz, Alumni; Teresa Matthews, Phonathon and Records Coordinator (Alumni); Janie Bryant, Records Clerk (Advancement); Glenda Taylor, Records Clerk (Advancement)

Office of the Vice President for Business and Treasurer
James O. Roberts, Vice President for Business and Treasurer
Judy Folwell, Administrative Assistant to the Vice President for Business and Treasurer
Al Hardison, Comptroller
David Pound, Assistant Comptroller
Win Quakenbush, Director of Financial Management
Kathi Ennis, Administrative Assistant to the Director of Financial Management
Gloria Latta, Human Resources Administrator
Janice Manning, Human Resources Assistant
Elaine Tart, Payroll Administrator
Deborah Ennis, Payroll Assistant
Christopher Buckley, Director of Computing Services
Larry Currin, Director of University Shopping Center
TBA, Director of Physical Plant Operations
Todd R. Scarborough, Director of Service Enterprises
Elva Scarborough, Associate Director of Service Enterprises
Corbett Tart, Manager of Laundry

Accounting Office: Marjorie Davis, Chief Accountant; Shirley Weaver, Receptionist; Jackie Matthews, Accounting; Reba Clifton, Accounts Payable; Rhonda Williams, Accounts Payable; Patti Tyndall, Student Loans; Jean Whitmore, Accounting

Purchasing: Doug Williamson, Purchasing Agent; Ramona Daniels, Purchasing Administrator; Teresa Humbert, Purchasing Clerk, Darla Reed, Purchasing Clerk

Business Office: Linda West, Accounts Receivable; Stephanie Temple, Accounts Receivable; Judith Smith, Student Accounts; Shelby Faulkner, Cashier; Gail Whittington, Cashier

Computing Services: Bob McGuire, Network Manager; John Skuce, Training Coordinator; and Help Desk Manager; Chris Shupe, Help Desk Assistant, Sandy Rigsbe, Application Annalyst, Nicole Penny, Administrative Software Support; Mike Cannady, Unix System Administrator; Dean Olah, Computer Technician; Doug Shahan, Network Administrator; Barbara Dietz, Coordinator of Computing Services; Darla Breedlove-Dietz, Web Developer; Linda Andruscavage, Technology Procurement Officer; Chris Strahan, PC Tech; Ronald Jaynes, PC Tech; Rickey Kipfer, Wireless Network Administrator, Janice Lucas, Secretary/Receptionist for Computing Services

Service Enterprises: Diane Matthews, Steve Davis, Tina Harmon, Revonda Ballard, Sue Mason, Barbara Miller, Cathy Mercardo, Joe Blue, Charlie Price, Judy Smith, Anne Toler

Physical Plant: Olene Ennis, Jean Gainey, Janice Gilchrist, Vita Paschal

Admissions/Financial Aid/Veterans' Affairs
Herbert V. Kerner, Jr., Dean of Admissions/Financial Aid/Veterans' Affairs
Teresa McDaniel, Administrative Assistant to the Dean of Admissions

Peggy Mason, Director of In-State Admissions
Gary Payne, Assistant Director of Admissions
Nancy Beasley, Director of Financial Aid
Robin Smith, Assistant Director of Financial Aid
Terri Shrieves, Assistant Director of Financial Aid
Barbara Hartgrove, Assistant Director of Financial Aid
Lloyd DeRamus, Assistant Director of Financial Aid
Leigh Glover, Sylvia McLeod, and Cathy Wade, Loan Coordinators
Bridgett Matthews, Work Study Coordinator
Allison Shell, Director of Out-of-State and International Admissions
Rue Stewart, Coordinator of Endowed Scholarships
James S. Farthing, Director of Graduate Admissions
Joy Cox, Director of Veterans' Affairs
Sharon Beasley, Receptionist
Charlotte Jackson, Receptionist
Carolyn Ryals, and Diane Hayes, File Clerks
Donna Wyckoff, Data Specialist
Nancy Ezzell, Secretary; Graduate, International and Veterans' Affairs
Rhonda Page, Application Specialist
Nick Tilman, Email Coordinator

Admissions Counselors: Petra Carlzen, Senior International Admissions Counselor; Nick Haskzo, Senior Admissions Counselor; Jon Hutchins, Senior Admissions Counselor; Jodi Hurley, Senior Admissions Counselor; Holly Rodgers, In-House Admissions Counselor; Wendy Wagner, Admissions Counselor; Aaron Hoxie, Admissions Counselor; Jonathan Shores, Admissions Counselor

Teaching Excellence and Research Awards

College of Arts and Sciences

1989 Daniel Ensley (T)
Robert Mayberry (R)
1990 James Jung (T)
Martin Sellers (R)
1991 Dean Martin (T)
William Freeman (R)
1992 Timothy Snell (T)
Daniel Linney (R)
1993 Claudia Williams (T)
Frank Vaughan (R)
1994 Mark Hammond (T)
1995 Sarah Walker (T)
1996 David Steegar (T)
1997 Tim Metz (R)
1998 Donna Woolard (T)
1999 Daniel Ensley (T)
2000 David Thornton (T)
2001 Lamar Norwood (T)
2002 Walter Barge (T)
2003 Andrew Bryan (T)
2004 Ismael Rivera (T)

Lundy-Fetterman School of Business

1989 Christine Beasley (T)
Chris Zinkhan (R)
1990 James Witherspoon (T)
Chris Zinkhan (R)
1991 Shahriar Mostashari (T)
1992 Yu-Mong Hsiao (T)
1993 William Peterson (T)
Chris Zinkhan (R)
1994 Ellen Sikes (T)
1995 JoAnn Vaughan (T)
1996 Willis Gupton (T)
1997 Shahriar Mostashari (T)
1998 Benny Overton (T)
1999 Roy Cordato (R)
2000 Umesh Varma (T)
2001 Roger Pond (T)
2002 Joe Berry (T)
2003 James Witherspoon (T)
2004 Kenneth Jones (T)

Norman A. Wiggins School of Law

1989 Stanley McQuade (R)
1990 Thomas Anderson (T)
Richard Lord (R)
1991 James McLaughlin (T)
Charles Lewis (R)
1992 Robert Jenkins (T)
Alan Button (R)
1993 Edward Greene (T)
1994 Richard Bowser (T)
1995 Alan L. Button (T)
1997 William Woodruff (T)
Richard Bowser (T)
1998 None
1999 None
2000 Patrick Hetrick (R)
2001 Anthony V. Baker (R)
2002 Jean M. Cary (T)
2003 Alan Button (T)
2004 Gregory Wallace (R)

School of Education

1989 Marie Gray (T)
1990 Margaret Giesbrecht (T)
Wayne Hatcher (R)
1991 Betty Davenport (T)
1992 Joyce White (T)
1993 Harriett Enzor (T)
Wayne Hatcher (R)
Ronald Kendrick (R)
1994 Beverley Lee (T)
1995 Karen P. Nery (T)
1996 Robert Henry (T)
1997 Wayne Dillon (T)
1998 Betty Davenport (T)
1999 Lenne Hunt (T)
2000 Deborah Goodwin (T)
2001 Mary Ellen Durham (T)
2002 Carolyn Morrison (T)
2003 C. G. Kledaras (T)
2004 Betty Davenport (T)

School of Pharmacy

1989 Fred Cox (T)
Alan Richards (R)
1990 Connie McKenzie (T)
Kathy Webster (R)
1991 George Waterhouse (T)
Wendell Combest (R)
1992 Kathryn Bucci (T)
Antoine Al-Achi (R)
1993 James Junker (T)
1994 Robert Greenwood (T)
1995 Julianne Pinson (T)
1996 Thomas Holmes, Jr.(T)
1997 Carlos daCamara (T)
1998 Antoine Al-Achi (T)
1999 Mollie Scott (T)
2000 Anita Taylor (T)
2001 Connie Barnes (T)
2002 Terri Hamrick (T)
2003 Bryon May
2004 Thomas Abraham

Divinity School

1996 Bruce Powers (R)
1998 Iris Scarborough (T)
1999 Donald Penny (T)
2000 Richard McKee (T)
2001 None
2002 Steven Harmon (R)
2003 Andrew Wakefield (T)
2004 W. Glenn Jonas

(T) represents the Dean's Award for Teaching Excellence.

(R) represents the Dean's Award for Research Excellence.

University Faculty 2005

Jerry McLain Wallace, President and Professor of Religion and Society–B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Soeiology, part–time, 1970–1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975–1981; Dean of the Univcrsity and Dirccior of Graduate Studies, 1981–1983; Provost, 1984–1986; Viee President for Aeademie Affairs and Provost, 1986–2001; Campbell University, 1970–

Norman Adrian Wiggins, Chancellor and Professor of Law–B.A., LL.B., Wake Forest University; LL.M., J.S.D., School of Law, Columbia University; Assoeiate Trust Offieer, Planters National Bank and Trust Company, Rocky Mount, NC, 1952–1955; Assistant Professor of Law, Wake Forest University, 1956–1957; Assoeiate Professor of Law, 1957–1962; Professor of Law, 1962–1967; General Counsel, 1964–1967, Wake Forest University; Campbell University, 1967–

M. Dwaine Greene, Vice President for Academic Affairs and Provost, and Assoeiate Professor of Religion–B.A. Campbell University, 1979 (Religion); M.A. Wake Forest University, 1982 (New Testament Studies); Ph.D., University of Virginia, 1987 (New Testament and Early Christianity); Campbell University, 2001–

College of Arts and Sciences Faculty 2005

Walter Shepherd Barge, Professor Emeritus of History – B.A., Wake Forest College; M.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, Dean of the College of Arts and Seienees, 1984–2002; part–time 2002–

John G. Bartlett, Assistant Professor of Biology – B.S., Virginia Polyteehnic Institute/State University; M.S., University of Tennessee; Ph.D., University of Maine; Campbell University, 2002–

Brian Bergemann, Assoeiate Professor of Exereise Seience – B.S., University of Wiseonsin; M.A., University of Maryland; Ph.D., Penn State University; Campbell University 1997–

Marie S. Berry, Referenee Librarian – B.A., University of South Carolina; M.L.S., North Carolina Central University; Campbell University, 1997–

Sharron A. Bortz, Coordinator of Curriculum Materials/Media – B.A., Miami University; B.Ed., University of Alaska; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1999–

Andrew M. Bryan, Chair, Department of Chemistry & Physies and Associate Professor of Chemistry – B.S., Ph.D., North Carolina State University; Campbell University, 1990–

Tedson Campagna, Lieutenant Colonel U.S. Army, Professor of Military Seienee – B.S., United States Military Aeademy at West Point; M.B.A., Boston University; Campbell University, 2003–

Jennifer K. Carpenter, Head of Reference Services – B.A., Baptist College at Charleston; M.L.S., University of North Carolina at Greensboro; Campbell University, (Acting Director – June 2002– November 2002), 1992–

William Linwood Coker III, Assistant Professor of Chemistry – B.S., St. Andrews Presbyterian College; Ph.D., North Carolina State University; Campbell University, 1998–

Michael Collins, Captain U.S. Army, Assistant Professor of Military Science – B.A., University of Richmond; M.A., Webster University; Campbell University, 2003–

Catherine Cowling, Instructor of Criminal Justice – B.S., Campbell University; M.Ed., Campbell University; J.D., Campbell University; Campbell University, 2003–

Alan S. Davy, Associate Professor of English – B.A., M.A., East Tennessee State University; Ph.D., Penn State University; Campbell University, 1993–

J. Dean Farmer, Assistant Professor of Mass Communication – B.A., M.S., North Carolina State University; Ph.D., Ohio University; Campbell University, 2002–

Ronnie W. Faulkner, Director of Library Services and Associate Professor of History – B.A., Campbell University; M.A., East Carolina University; M.S.L.S., University of North Carolina at Chapel Hill; Ph.D., University of South Carolina; Campbell University, Sabbatical Leave June–November 2002, 1989–

Scott A. Fedorchak, Instructor of Physics – B.S., U.S. Military Academy; M.S., Boston University; M.S., Massachusetts Institute of Technology; Campbell University 2003–

William H. Freeman, Chair, Department of Exercise Science and Professor of Exercise Science – B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon; Campbell University, 1989–

Jason Ezell, Instructor of Physics – B.S., Campbell University; M.S., North Carolina State University; Campbell University (Part–time 1996–1999), Full–time 1999–

Bruce W. Gay, Associate Professor of Criminal Justice – B.A., Tennessee Temple University; M.A., University of Texas, Dallas; Ph.D., Sam Houston State University; Campbell University 2000–

Karen Guzman, Assistant Professor of Biology – B.S., University of Nebraska; Ph.D., North Carolina State University; Campbell University, 2001–

Mark L. Hammond, Dean, College of Arts and Sciences and Professor of Biology – B.A., Hiram College; Ph.D., University of South Carolina; Chair of Biology Dept., 1996–2001; Campbell University, 1992–

Cordelia M. Hanemann, Lecturer of English – B.A., M.A., University of Southwestern Louisiana; Campbell University (Part–time, 1991–92) Full–time, 1993– (on leave of absence AY 1998–1999)

Susan Horton, Associate Professor Emerita of Music – B.M., M.M., Westminster Choir College; Campbell University, (Full–time 1955–1992), Part–time, 1992–

Barbara Hudson, Instructor of Music – B.M., M.M., University of North Carolina at Greensboro; Campbell University, (Full–time 1989–2000), Part–time 2000–

Edward A. Johnson, Associate Professor Mass Communication – A.A., Sacramento City College; B.P.A., Brooks Institute of Photography; M.A., Wheaton College; Ph.D., University of Alabama at Tuscaloosa; Campbell University 2003–

George Lloyd Johnson, Associate Professor of History – B.A., M.Ed., Campbell University; M.A., East Carolina University; M.A., Ph.D., University of South Carolina; Campbell University, 1991–

Haydn Tiago Jones, Associate Professor of Foreign Languages – B.A., Indiana University at Bloomington, M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University 2003–

James M. Jung, Edna Qucner Proffit Chair of Chemistry and Professor of Chemistry – B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Chair of Chemistry Dept., 1962–1996; Campbell University, 1962–

Stephen M. King, Associate Professor of Government – B.S., University of Nebraska–Kearney; M.A., University of Missouri–Columbia; Ph.D., University of Missouri–Columbia; Campbell University, 2003–

Sun Wah Kiu, Associate Professor of Mathematics & Computer Science – B.A., Hong Kong University; M.S., London School of Economics; M.S., North Carolina State University; A.M., Ph.D., Dartmouth College; Campbell University, 2002–

Borrée P. Kwok, Cataloger – B.A., Whitworth College; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1993–

L. Michael Larsen, Associate Professor of Biology – B.S., Utah State University; M.S., Rutgers University; Ph.D., North Carolina State University; Campbell University, 1995–

Bruce G. McNair, Associate Professor of History – B.A., Purdue University; M.A., Ph.D., Duke University; Campbell University, 1994–

Georgia Martin, Assistant Professor of Theatre Arts – B.A., San Francisco State University; B.S., State University of New York; M.F.A., University of California at San Diego; Campbell University, (Part–time 2001–2002), Full time 2002–

James I. Martin, Chair, Department of Government, History & Criminal Justice and Associate Professor of History – B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; Campbell University, 1991–

Timothy L. Metz, Chair, Department of Biological Sciences and Associate Professor of Biology – B.S., University of Illinois at Urbana–Champaign; Ph.D., Cornell University; Campbell University, 1994–

Richard McKee, Associate Professor of Music – B.M., Birmingham–Southern College; M.M., Manhattan School of Music; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1994–

Kenneth R. Morefield, Assistant Professor of English – B.A., Mary Washington College; M.A., Northern Illinois University; Ph.D., Northern Illinois University; Campbell University, 2004–

Phillip J. Morrow, Associate Professor of Music – B.S., University of North Alabama; M.M., University of North Carolina at Greensboro; D.M.A., Southern Baptist Theological Seminary; Campbell University, 1998–

Dwight Lamar Norwood, Chair, Department of Mathematics & Computer Science and Professor of Mathematics & Computer Science – B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973–

Ann Ortiz, Associate Professor of Spanish – B.A., East Carolina University; M.A., University of Arizona, Tucson; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997–

Phillip J. Parker, Master Sergeant, U. S. Army, Instructor of Military Science – B.A., Excelsior University; Campbell University, 2003–

Gina Peterman, Mabel Powel Chair of English and Associate Professor of English – B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; Campbell University, 1992–

Rorin Platt, Associate Professor of History – B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro; Ph.D., University of Maryland at College Park; Campbell University, 2001–

Chris Psaltis, Captain, U.S. Army, Assistant Professor of Military Sciences – B.S., State University of New York at Binghamton; Campbell University, 2001–

Frances J. Reese, Lieutenant Colonel U.S. Army, Assistant Professor of Military Science – B.A., Columbia College; Campbell University, 2003–

Ishmael Rivera, Assistant Professor of Spanish – B.A., M.A., George Washington University; M.A., University of North Carolina at Chapel Hill; Campbell University (Part–time 1987–1990) Full–time 1990– 2004; PT 2004–

Daniel M. Rodgers, Assistant Professor of Art – B.A., Bridgewater College; M.F.A., Savannah College of Art and Design; Campbell University, 2002–

Nathan Salsbury, Instructor of English – B.A., Western Carolina University; M.A., North Carolina State University; Campbell University, 2000–

Donald N. Schroeder, Associate Professor of Government – B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978–

Breck Smith, Associate Professor of Art – B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988–

Dennis A. Smith, Captain U.S. Army, Assistant Professor of Military Science – B.S., University of Maryland; Campbell University, 2003–

Michael R. Smith, Chair, Department of Mass Communication and Associate Professor of Mass Communication – B.A., University of Maryland; M.S., Shippensburg University; Ph.D., Regent University; Campbell University, 2003–

Jacyln Stanke, Assistant Professor of History – B.A., Washington State University; M.A., Ph.D., Emory University; Campbell University, 1999–

David M. Steegar, Chair, Department of Foreign Languages and Professor of Foreign Language – B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978–

Kenton V. Stone, Associate Professor of Spanish – B.A., Evangel College; M.Div., Garrett Evangelical Seminary; M.A., Ph.D., University of Kansas at Lawrence; Campbell University, 2004–

William Tate, Associate Professor of English – B.A., M.A., Bob Jones University; M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Part–time 1988–1989, 1996) Full–time 1997–

Jerry Duncan Taylor, Professor of Mathematics – B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961–

William P. Tuck, Associate Professor Emeritus of History – B.A., M.A., Duke University; graduate studies, University of North Carolina at Chapel Hill: (leave of absence 1964–67), Campbell University, 1958–1999. Part–time, 1999–

Michelle Suhan Thomas, Assistant Professor of Biology – B.S., Grove City College; Ph.D., West Virginia University at Morgantown, Campbell University, 2000–

David W. Thornton, Associate Professor of Government – B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of South Carolina; Campbell University, 1994–

Janis Keen Todd, Associate Professor of Mathematics – B.S., M.Ed., East Carolina University; Campbell University, 1966–

Larkin N. Tysor, Associate Professor of Art – A.A., Chowan College; B.F.A., High Point College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1989–

Frank A. Vaughan, Chair, Deparment of English and Victor Small Professor of English – B.A., M.A., California State University at Hayward; Ph.D., University of California at Riverside; Campbell University, 1981–

Donna Waldron, Assistant Professor of English – B.A., M.A., Baylor University; Ph.D., Duquesne University, Campbell University, 2000–

Sarah Janet Walker, Assistant Professor of Mathematics – B.A., M.Ed., Campbell University; Campbell University, 1992–

E. Bert Wallace, Assistant Professor of Theater Arts – B.A., Furman University; M.F.A., University of Alabama; Campbell University, 2002–

Wanda E. Watkins, Assistant Professor of Exercise Science/ Head, Women's Basketball Coach – B.S., M.Ed., Campbell University; Campbell University, 1980–

Debora Jean Weaver, Associate Professor of Biology – B.A., Goshen College; Ph.D., University of Maryland in Baltimore County; Campbell University, 1992–

Mary Weiss, Instructor of Exercise Science/Associate Head, Women's Basketball Coach – A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1888–

Michael Wells, Associate Professor of Chemistry – B.S., East Carolina University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997–

Howard M. Whitley, Chair, Fine Arts Division, Alma Dark Howard Chair of Music, and Associate Professor of Music – B.M., Appalachian State University; M.Div./C.M, D.Min., Southeastern Baptist Theological Seminary; Ph.D., University of North Carolina at Greensboro; Campbell University, 1998–

Claudia Williams, Assistant Professor of Biology – B.S., Berry College; M.S., University of Georgia; Campbell University, 1987–

Meredith T. Williams, Assistant Professor of Mathematics – B.S., Furman University; M.S., Clemson University; Ph.D., University of South Carolina; Campbell University, 2005–

Charles Dwayne Wilson, Assistant Professor of Music – B.S., Tennessee Temple University; M.M.Ed., Columbus State University; Ph.D., University of North Carolina at Greensboro; Campbell University, 2000–

Donna L. Woolard, Professor of Exercise Science – B.S., East Carolina University; D.A., Middle Tennessee State University; Campbell University, 1994–

Wong, Siu–Ki, Head of Carrie Rich Library Technical Services & Systems, – B.S. University of Hong Kong; M.S. University of North Carolina at Chapel Hill; Campbell University 2001–

Taek H. You, Assistant Professor of Biology – B.S., Sung Kyun Kwan University, Seoul, Korea; Ph.D., Ohio State University; Campbell University, 2001–

The Lundy–Fetterman School of Business Faculty 2005

Roby Ballard, Instructor of Business – B.S. Pembroke State University; M.S., Georgia State University; Campbell University, 2002–

Joseph W. Berry, Assistant Professor of Business – A.A., Fayetteville Technical Community College; B.S.B.A., East Carolina University; M.B.A., Fayetteville State University; C.P.A., Campbell University, 1996–

Carl R. Broadhurst, Associate Dean and Chairman, Department of Business Administration and Economics; Associate Professor of Business – B.S., University of Missouri; M.B.A., Butler University; D.B.A., Nova Southeastern University; Campbell University, 2000–

Robie S. Butler, Assistant Professor of Business – B.B.A., Trust Certificate, M.B.A., Campbell University; Post Graduate Studies, Capella University; C.P.A.; Campbell University, 1990–

Ashley Cox, Assistant Director & Internship Coordinator, Professional Golf Management Program; Instructor of Business – B.B.A., Mississippi State University; M.B.A., Campbell University; Class A Golf Professional; Campbell University, 2001–

John Creech, Visiting Instructor of Business – B.S., University of the State of New York; M.A., Webster University; Campbell University, 2000–

John Csellak, Assistant Professor of Business – B.S., M.B.A., University of Florida; Ph.D., University of North Carolina; Campbell University, 2003–

Robert A. Deutsch, Associate Professor of Business – B.A., M.B.A., Ball State University; Ph.D., University of Kentucky; C.P.A., Campbell University, 2000–

Leslie Drinkwine, Visiting Assistant Professor of Business – B.A., Sam Houston State University; M.B.A., Baylor University; Ph.D., Louisiana State University; Campbell University, 2004–

James D. Harriss, Assistant Professor of Business – B.B.A., Sam Houston State University; M.B.A., D.B.A., Mississippi State University; Campbell University, 1988–

Benjamin M. Hawkins, Dean, School of Business – B.A., Furman University; M.A., Ph.D., University of Kentucky; Campbell University, 2004–

John Holmes, Visiting Instructor of Business – B.B.A., Campbell University; M.A., Webster University; Campbell University, 2002–

Yu–Mong Hsiao, Professor of Business – B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; C.P.A. Campbell University, 1984–

Kenneth Jones, Director, Professional Golf Management Program; Assistant Professor of Business – B.S., Ferris State University; M.B.A., Campbell University; Class A Golf Professional; Campbell University, 1998–

Daniel P. Maynard, Gilbert T. Stephenson Business Librarian – B.A., M.S.L.S., University of Tennessee at Knoxville; Campbell University, 1999–

Shahriar Mostashari, Associate Dean and Director of M.B.A. Program – B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982–

Roger Pond, Professor of Business – B.A., Duke University; J.D., Washington and Lee University; Campbell University, 1998–

Paul Raisig, Visiting Professor of Business – Army War College; B.G.E., University of Nebraska; M.B.A., University of Alabama; J.D., Campbell University, 1990–

Adam Savage, Professor of Business – B.A., San Francisco State College; M.A., University of Hawaii; Ph.D., UECU; Campbell University, 2003–

Mehdi Sagheb–Tehrani, Assistant Professor of Business – H.D.D., Teesside University; B.S.C., M.S.C., Ph.D., Lund University; Campbell University, 2001–

Umesh C. Varma, Chairman, Department of Computer Information Systems; Associate Professor of Business – B.S., University of Kanpur; B.S., Western International University; M.S., Jackson State University; Campbell University, 1988–

Jo Ann Vaughan, Associate Professor of Business – B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A., Campbell University, 1988–

James E. Witherspoon, Jr., Chairman, Department of Financial Planning and Accounting; Associate Professor of Business – B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983–

Derek Yonai, Assistant Professor of Business – B.A., University of California, Irvina; J.D., Whittier Law School; M.A., Ph. D., George Mason University; Campbell University, 2003–

School of Pharmacy Faculty 2005

Pharmacy Practice, Full–time

Connie L. Barnes, Director, Drug Information Center and Assistant Professor of Pharmacy Practice – Pharm.D., Campbell University (1990); R.Ph., N.C. 1991–

John Andrew Bowman, Director of Continuing Education and Assistant Professor of Pharmacy Practice – Pharm. D., Campbell University (1993); R.Ph. 2002–

James A. Boyd, Associate Professor of Pharmacy Practice – B.S. Pharmacy, (1977); Pharm.D., University of Nebraska Medical Center (1980); M.B.A., University of Nebraska at Lincoln (1987); R.Ph., N.C., Nebraska. 1990–

Jennifer Danielson, Assistant Professor of Pharmacy Practice, Director of Experiential Programs – B.S. Pharmacy; M.B.A., Drake University; R.Ph. , N.C. 2000–

Steven M. Davis, Associate Professor of Pharmacy Practice – Pharm.D., University of Florida at Gainesville (1988); R.Ph., N.C. 1989–

Richard H. Drew, Assistant Professor of Pharmacy Practice – B.S. Pharmacy, University of Rhode Island (1980); M.S. Pharmacy, (1989); Pharm.D, University of North Carolina at Chapel Hill (1999); R.Ph., N.C. 1998–

Stephen H. Fuller, Associate Professor of Pharmacy Practice – B.S. Chemistry, Wake Forest University (1981); B.S. Pharmacy (1985), Pharm. D., Medical College of Virginia, (1988); R.Ph., N.C. 1988–

Kathey Fulton, Assistant Professor of Pharmacy Practice – Pharm.D., Campbell University, (1994), R.Ph., N.C. 1997–

James B. Groce III, Assistant Professor of Pharmacy Practice – B.A. Zoology (1980), B.S. Pharmacy, University of North Carolina at Chapel Hill, (1983); Pharm.D., Campbell University (1993); R.Ph., N.C. 1993–

Tina Harrison, Assistant Professor of Pharmacy Practice – Pharm.D., Campbell University (1991); R.Ph., N.C. 1996–

Charles Herring, Assistant Professor of Pharmacy Practice – B.S., Pharmacy, (1992); Pharm.D. (1994), University of North Carolina at Chapel Hill. 2002–

Cheryl K. Horlan, Assistant Professor of Pharmacy Practice – Pharm.D., University of Texas (1999). 2001–

Cynthia Johnston, Assistant Professor of Pharmacy Practice – B.S., Science, University of Connecticut (1977); Pharm.D., University of North Carolina at Chapel Hill (2000). 2001–

Megan N. Lavin Maddox, Assistant Professor of Pharmacy Practice – B.S., Pharmaceutical Sciences (1996), Pharm. D., South Dakota State University (1998). 2001–

Ronald W. Maddox, Dean, School of Pharmacy and Professor of Pharmacy Practice – B.S. Pharmacy, Auburn University (1969); Pharm.D., University of Tennessee (1973); R.Ph., N.C. 1985–

D. Byron May, Associate Professor of Pharmacy Practice – B.S., Clemson University (1983); Pharm.D., University of Florida at Gainesville (1988); R.Ph., N.C. 1989–

W. Mark Moore, Director, School of Pharmacy Admissions, and Assistant Professor of Pharmacy Practice – B.S. Pharmacy, University of North Carolina at Chapel Hill (1994); Pharm. D., MBA, Campbell University, (2000, 2001); R. Ph.; 2002–

Ann Marie Nye, Assistant Professor of Pharmacy Practice – Pharm.D., Virginia Commonwealth University, Medical College of Virginia – Richmond (2001), R.Ph. 2002–

Roy Pleasants, Associate Professor of Pharmacy Practice – B.S. Pharmacy, University of North Carolina at Chapel Hill (1977); Pharm. D., Medical University of South Carolina – Charleston, (1983), R.Ph. 2000–

Melanie W. Pound, Assistant Professor of Pharmacy Practice – Pharm.D., Campbell University (2001), R.Ph. 2002–

Gilbert A. Steiner, Adjunct Associate Professor of Pharmacy Practice – B.S. Pharmacy; Pharm.D., Wayne State University (1975). 2000–

Larry N. Swanson, Professor and Chairman of Pharmacy Practice; – Pharm D., University of Southern California (1969), R.Ph., N.C. 1991–

Jeffrey B. Washam, Assistant Professor of Pharmacy Practice – B.S. Pharmacy, (1995); Pharm.D., Auburn University School of Pharmacy (1997). 1998–

Margaret C. Yarborough, Associate Professor of Pharmacy Practice – B.S. Pharmacy, (1966); M.S. Pharmacy, University of North Carolina at Chapel Hill (1978); R.Ph., N.C. 1990–

Pharmaceutical Sciences, Full–time

Sonny Thomas Abraham, Assistant Professor of Pharmaceutical Sciences – B.S. Chemistry, Mars Hill College; Ph.D. Biomedical Sciences/Pharmacology, East Tennessee State University. 2000–

Antoine Al–Achi, Associate Professor of Pharmaceutical Sciences – B.S., Pharmacy, Damascus University (1978); M.Pharm, Massachusetts College of Pharmacy and Allied Health Sciences (1981); M.S., Radiopharmaceutical Sciences, Northeastern University (1988); Ph.D., Biomedical Sciences/Pharmaceutics, Northeastern University (1988); CT (ASCLP). 1989–

Timothy J. Bloom, Research Assistant Professor of Pharmaceutical Sciences – B.A. Zoology, University of North Carolina at Chapel (1985); Ph.D., Pharmacology, University of Washington (1996). 1996–

Christopher Breivogel, Assistant Professor of Pharmaceutical Sciences – B.S. Biochemistry, University of North Carolina (1992); Ph.D. Pharmacology, Wake Forest University, (1988). 2000–

Brad Chazotte, Adjunct Associate Professor – B.S. Buchnell University (1976); Ph.D. Chemistry, Northern Illinois University (1981). 1999–

Emanuel J. Diliberto, Professor and Chairman of Pharmaceutical Sciences – B.S. Pharmacy, Albany College of Pharmacy, Union University (1967); Ph.D. Pharmacology, University of Rochester (1972). 1996–

Lewis M. Fetterman, Jr., Adjunct Associate Professor of Pharmaceutical Sciences – B.S., Chemistry, Washington & Lee University (1972); M.S., (1974), Ph.D. (1980), Analytical Chemistry, Purdue University. 2001–

Edward W. Gertz, Professor of Pharmaceutical Sciences – B.S. (1963), M.D., (1967), Medical Intern & Resident, University of Pittsburgh School of Medicine (1967–69), Fellow in Medicine, Harvard Medical School (1969–72). 2002–

Michael Gallagher, Pharmaceutical Sciences Instructor/Lab Manager Biochemistry/Analytical Chemistry – B.S., (1989) Biochemistry, Pennsylvania State University. 1999–

Robert L. Garrett, Jr., Assistant Professor of Pharmaceutical Sciences – B.S., Biology, Harding University (1977); Ph.D., Pharmacology, Northeast Louisiana University College of Pharmacy (1986). 1988–

Robert B. Greenwood, Associate Professor of Pharmaceutical Sciences – B.S., Pharmacy, (1971); Ph.D., Pharmaceuties, University of North Carolina at Chapel Hill (1980); R.Ph., N.C. 1987–

Terri S. Hamrick, Assistant Professor of Pharmaceutical Sciences – B.A., Biology and Religion Studies, University of Virginia (1985); Ph.D., Microbiology/Immunology, University of North Carolina at Chapel Hill, (1996). 2001–

Thomas J. Holmes, Jr., Associate Dean and Associate Professor of Pharmaceutical Sciences – B.S., Pharmacy, Duquesne University (1971); Ph.D., Medicinal Chemistry, University of Michigan (1975). 1987–

Brenda D. Jamerson, Associate Professor Graduate Program, Clinical Research/Pharmaceutical Sciences – B.S., Pharmacy, St. Louis College of Pharmacy (1983); Pharm.D., Ohio State University College of Pharmacy (1986). 2001–

James L. Junker, Associate Professor of Pharmaceutical Sciences – B.S., Biology, Muhlenberg College (1974); Ph.D., Pathology, Duke University (1980). 1989–

Anita Taylor Mosley; Assistant Professor of Pharmaceutical Sciences – B.S. Chemistry, Alabama State University (1991); Ph.D. Industrial and Physical Pharmacy, Purdue University (1998). 1998–

Gyorgy Nemecz, Assistant Professor of Pharmaceutical Sciences – B.S., Chemistry; (1978); M.S. Chemistry; (1978); Ph.D., Biochemical Sciences, University of Szeged, Hungary (1981). 1991–

Daniel Shin, Associate Professor of Pharmaceutical Sciences – B.A., Korea University, Korea (1976); M.S., Western Illinois University (1988); Ph.D., North Carolina State University (1992). 2001–

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School of Education Faculty 2005

Edward Asbury, Assistant Professor of Psychology – B.A., University of Tennessee at Knoxville; M.A., East Tennessee State University at Johnson City; M.S., Ph.D., Texas Christian University; Campbell University, 2001–

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Pauline F. Calloway, Associate Professor of Family and Consumer Sciences – B.S., High Point College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1987–

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Wayne Dillon, Adjunct Instructor – B.A., Wake Forest College; M.Ed., University of North Carolina; Campbell University 1995 – 2003, PT – 2003

Betty M. Davenport, Professor Emeriti of Education – B.A., M.A.T., University of Massachusetts; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981–2004, Adjunct 2004–

Mary Ellen Durham, Associate Professor of Education – B.A., Greensboro College; M.Ed., Grand Valley State University; Ph.D., North Carolina State University; Campbell University, 1998–

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James Henderson, Adjunct Instructor in Sociology – M.P.A., North Carolina Central University; B.A., North Carolina Central University, Campbell University, 1991–

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Divinity School Faculty 2005

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Roy E. DeBrand, Professor of Preaching – B.A., University of Corpus Christi; M.Div., Ph.D., Southwestern Baptist Theological Seminary; Campbell University, 2002–

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Steven R. Harmon, Associate Professor of Christian Theology – B.A., Howard Paine University; M.Div and Ph.D., Southwestern Baptist Theological Seminary; Campbell University, 1998–

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Barry A. Jones, Associate Dean for Academic Programs and Associate Professor of Old Testament and Hebrew – B.A., Campbell University; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Duke University; Assistant Professor of Religion, Campbell University, 2000–

Kathryn M. Lopez, Assistant Professor of Religion – B.A., University of Richmond; M.Div., Southern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, 2002–

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Bruce P. Powers, Langston Professor of Christian Education – A.B., Mercer University; M.R.E., Ph.D., Southern Baptist Theological Seminary; additional graduate study, University of Louisville and Indiana University; Campbell University, 1996–

Andrew H. Wakefield, Associate Professor of New Testament and Greek – B.A., Wake Forest University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Duke University; Campbell University, 1997–

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Walter S. Barge, B.A., M.A., Ph.D.; Dean, College of Arts & Sciences, History, 1984-2002; P.T. 2002-
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Willis F. Gupton, B.A., J.D.; Business, 1985-1998
David L. Heinzman, B.A., M.A.; Associate of Extended Campus Education, 1987-1999
Robert Henry, B.S., M.S., Ed.D; Education, 1989 - 1997
William W. Horner, B.S., M.A., Ph.D., Chemistry/Physics; 1955-1992; P.T. 1992-1997
Susan Burnett Horton, B.M., M.M., Music, 1955-1992; P.T. 1992-
Robert Jenkins, B.B.A, L.L.B; Law, 1977-1999
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Dorthea L. Stewart, B.A., M.A.; English, 1960-1992
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Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through August 25, 1987	6375	3996	10,371	
December 31, 1987	38	27	65	10,436
May 9, 1988	103	123	226	10,662
September 1, 1988	23	30	53	10,715
January 2, 1989	47	28	75	10,790
May 8, 1989	105	112	217	11,007
September 1, 1989	30	16	46	11,053
January 2, 1990	48	25	73	11,126
May 7, 1990	84	152	236	11,362
August 31, 1990	52	31	83	11,445
December 31, 1990	54	26	80	11,525
May 13, 1991	112	165	277	11,802
August 30, 1991	24	21	45	11,847
December 31, 1991	41	34	75	11,922
May 11, 1992	132	174	306	12,228
August 31, 1992	30	35	65	12,293
December 31, 1992	59	46	105	12,398
May 10, 1993	129	154	283	12,681
August 31, 1993	58	61	119	12,800
December 31, 1993	45	63	108	12,908
May 9, 1994	131	160	291	13,199
August 31, 1994	48	53	101	13,300
December 31, 1994	53	56	109	13,409
May 15, 1995	137	175	312	13,721
August 31, 1995	70	53	123	13,844
December 31, 1995	66	67	133	13,977
May 13, 1996	158	179	337	14,314
August 31, 1996	83	59	142	14,456
December 31, 1996	70	64	134	14,590
May 12, 1997	147	207	354	14,944
August 31, 1997	62	59	121	15,065
December 31, 1997	78	82	160	15,225
May 11, 1998	172	213	385	15,610
August 31, 1998	77	55	132	15,742
December 19, 1998	109	85	194	15,936
May 10, 1999	165	239	404	16,340
August 31, 1999	68	64	132	16,472
December 18, 1999	127	125	252	16,724
May 15, 2000	134	208	342	17,066

	Men	Women	Total	Cumulative Total
August 31, 2000	72	52	124	17,190
December 19, 2000	132	133	265	17,455
May 14, 2001	170	202	372	17,827
August 31, 2001	81	68	149	17,976
December 15, 2001	151	146	297	18,273
May 13, 2002	170	206	376	18,649
August 31, 2002	66	63	129	18,778
December 14, 2002	138	142	280	19,058
May 12, 2003	185	205	390	19,448
August 29, 2003	83	42	125	19,573
December 13, 2003	166	125	291	19,864
May 10, 2004	165	205	370	20,234
August 31,2004	106	47	153	20,387
December 18, 2004	152	135	287	20,674

Acknowledgements

This edition of the Campbell University Bulletin and the Campbell University Online Catalog is the product of many departments, faculty, and staff members. Special thanks are in order for Mrs. Elaine Smith (Administrative Assistant to Dr. Mark L. Hammond, Dean of the College of Arts and Sciences) for helping coordinate the projects, to Mrs. Darla Dietz (Web Administrator) for the migration of the former catalog to a web page format, to Mr. John Skuce (Training Coordinator) for the reconstruction and reformatting of the printed document from the final electronic version, and to Mr. Herb Kerner (Dean of Admissions, Financial Aid, and Veteran's Affairs) for assistance with the concept and implementation of the Online Catalog.

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